

Report of the Committee to  
Investigate a Charge of Racism  
Against Professor Perry Anderson

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June 30, 1969

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## Section 1. Introduction

### 1.1 The Formation of the Committee

The Committee to hear a charge of racism against Professor Perry Anderson of the Biology Department of Sir George Williams University was struck by the Science Faculty Council on December 6, 1968. It was composed of Professors A. Adamson (Chairman), C. Bayne, C. Davis, M. Marsden and P.K. Menon. Subsequently, Professors Bayne and Davis resigned and Principal D.B. Clarke appointed in their stead Professors F. Knelman and J. Macdonald. The Committee's authority derives from three letters to Professor Adamson from the Acting Principal and Vice-Chancellor: one dated December 10, 1968 and the other two dated January 25, 1969. Copies of these letters are found in Appendix 8.

### 1.2 The Charge

On January 10, 1969, the following charge was presented to Principal D.B. Clarke; "We the undersigned students accuse Professor Perry Anderson of racism." It was signed by Messrs. Terrence Ballantyne, Allan Brown, Kennedy Frederick, Wendell Goodin, Rodney John and Douglas Mossop. This was the charge that the Committee was asked to investigate. However, since the complainants eventually refused to participate in the Hearing, no evidence to substantiate the charge was produced by

them. Instead, the Committee had to rely on the testimony of witnesses who volunteered themselves; or were produced by Mr. Noel Lyon, counsel for Professor Anderson; or those called by the Committee. The testimony of Dean Madras was particularly important. He produced notes which he had made of two meetings with complaining students: one in his office on April 30, 1968; the other on May 5, 1968. At the latter, in addition to Dean Madras and the complaining students, there were present Dean Flynn, Dr. MacLeod, Professor Anderson, and Miss Richardson. Dean Madras's notes of these two meetings appear in Appendix 1. The Committee extracted from those notes statements which might be construed as allegations of racial discrimination and took them to constitute the substance of the charge. These are described in Section 3 and analysed in Section 4.

### 1.3 Procedures

When the Committee was struck on December 6, 1968, the University possessed no established mode of dealing with complaints such as the one which had been laid against Professor Anderson. Indeed, since no written charge was produced until January 10, 1969, the initial function of the Committee, as Professor Clarke stated in his letter of December 10 to Professor Adamson, was "to discuss possible procedures to follow in the

case of investigation of charges against faculty members following the general lines of procedure outlined by the S.G.W.A.U.T. brief." The brief referred to was a proposal drawn up by a joint committee of the University administration and the Sir George Williams Association of University Teachers Council. It is reproduced in Appendix 2. The Committee did in fact use this proposal as a point of reference.

The procedures and rules of evidence which the Committee adopted were placed in the record by the Chairman at the first hearing and are found in Appendix 3. Their main intent was to establish an equitable framework within which the case might be heard. However, some other features of the hearing must also be explained if the procedures followed are to be fully understood.

1. The hearing was to be open to the University community.

This decision was based on a statement in the S.G.W.A.U.T. draft proposal to the effect that "all hearings and deliberations shall be open unless the accused requests that they be held in camera."\*

2. All parties to the hearing were to have the right to be represented by counsel. This may appear self-evident,

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\*The hearing was disrupted on January 29. In order to retain the open character of the proceedings, subsequent sessions were held in the University T.V. studio and were broadcast over closed-circuit television.



but the point has to be made since it was precisely this right which the complaining students questioned and which was the occasion for their withdrawal from discussions with the Committee on January 21. Principal Clarke also seems to have agreed, at his January 10 meeting with the students, "that lawyers would not be allowed to speak for interested parties." The Committee can only remark that it could never for a moment have considered the denial of this basic right.

3. Since the Committee could have no power of subpoena, all witnesses were to appear voluntarily.

#### 1.4 Basis of Findings

The Committee's findings (see Section 2) are based exclusively on the evidence produced before it.

#### 1.5 Theoretical Assumptions

The Committee felt that in the examination of this charge it had to be guided by the concepts of race, racism and racial discrimination generally accepted by the scientific community. These concepts are described briefly below:

##### (a) Race:

All human beings belong to a single species, Homo sapiens. This species is conventionally divided into subdivisions called races. Each race possesses a particular distribution of hereditary and genetic

material but the observable ranges of physical characteristics that emerge may overlap with those of other races, to the extent that likenesses between any two races may exceed differences within a single race. Racial differentiation occurred at an early stage of evolutionary development and has largely been modified by the historical movement and mixing of populations. There is no scientific justification for the concept of purity of race.

To sum up, scientists, often in disagreement, make general classifications of mankind into large groupings based on ranges of physical characteristics such as colour, body shape, skull shape, nose and lip shape, etc. Four groups are often cited: Negroid, Mongoloid, Caucasoid and Australoid. Attempts to demonstrate that racial differences determine linguistic, moral, cultural, social and political attributes have met with little success. Moreover, it is generally agreed there is no racially determined innate capacity for intellectual and emotional development. The contemporary scientific view of race as a statistical concept is useful for the physical classifications of man but is of limited relevance for the study and interpretation of the behaviour of individuals and groups.

(b) Racism:

In general racism owes its origin to distorted concepts of race; racism is based on a series of historically evolved myths. The

following are some of the beliefs upon which racism is founded:

1. The belief that there are 'pure' races.
2. The belief that race represents an inseparable union of physical and behavioural traits.
3. The belief that behavioural traits and intellectual and emotional capacities are racially linked.
4. The belief that racial differences account for cultural differences and therefore social and historical differences.
5. The belief in a natural hierarchy of races.
6. The belief in racial stereotypes whether favourable or unfavourable.
7. The belief that social and biological mixing contaminates the 'superior' race and that it is thus necessary to guard against such contamination by law or force, e.g., apartheid.
8. The belief that some races are intrinsically primitive.
9. The belief that certain other groupings such as nations, ethnic groups, etc., are races.

Racism is a view of man incorporating one or more of these beliefs.

Racism is not confined to racial majorities or to dominant groups within a society.

(c) Racial Discrimination:

Racism does not always take the form of overt acts of discrimination but may remain a matter of personal belief. It is



thus possible to be a racist and not discriminate although this is relatively improbable. However, racial discrimination invariably manifests itself as observable acts based on conscious or unconscious racist attitudes. Similar acts may be committed by individuals who are not themselves racist, as a consequence of social pressures.

Racial discrimination may take many forms. It may be active or passive, overt or covert. A racist may discriminate simply by failing to accept members of certain other races in the same way as members of his own race. It is difficult to identify this kind of racial discrimination, to define its precise form and to separate intent from content. The problem is further complicated because persons who feel discriminated against in this way, may understandably become hypersensitive and have difficulty in distinguishing discriminatory and non-discriminatory acts. Students who are victims of this kind of racial discrimination may have their academic performance adversely affected.

For reasons connected with the above problems the committee felt it would be more useful to search for hard evidence of overt racial discrimination than to attempt to cope with the more general charge of racism. The committee nevertheless kept the broader issue in mind and attempted where possible to seek evidence of racist attitudes.

(d) Racial Discrimination and the Academic Community:

The Committee agreed that no person has the right to teach who commits identifiable acts of racial discrimination against his

students. This principal of non-discrimination might well apply to the whole of the academic community but the obligation of teachers to refrain from discrimination against students is binding. On the other hand this in no way ought to restrict the right and freedom of any teacher to pursue scholarly research in the area of his choice. Nor ought it to restrict in any way the right of any teacher to hold or express any views or values that do not violate the injunction against racial discrimination.

#### 1.6 Chronology:

The Committee held its first two hearings on January 26 and 29 in Room H-110 of the Hall Building. However, when the hearing of January 29 was disrupted, it became obvious that the atmosphere of calm and impartiality necessary for an inquiry of this nature could not be maintained in the presence of an audience. Subsequent hearings were therefore held in the T.V. Studio of the Hall Building and were transmitted live over closed-circuit television. These hearings were on February 4 and 5 and May 22 and 29.

## Section 2. Findings

### 2.1 The Specific Complaints

In April and May, 1968, the complaining students formally accused Professor Anderson of racial discrimination in grading, asserting that he never awarded a black student a final grade higher than C. The evidence shows that, with one exception, black West Indian students did not in fact receive a final grade higher than C in Professor Anderson's courses. Furthermore, black West Indian students did perform more poorly as a group than other students in the 1967-68 class of Biology 431 conducted by Professor Anderson. Nevertheless, the Committee heard no evidence to suggest that this was because of discriminatory marking on Professor Anderson's part. On the contrary, testimony, course records, statistical studies and regrading of papers all suggested that he does not discriminate in his grading. The Committee finds, therefore: that Professor Anderson did not discriminate against black West Indian students in his grading.

Finding No. 1

. . . . .

A similar charge of discriminatory marking was made in respect of laboratory reports. Again, the data showed that black West Indian students did more poorly as a group than the other students. However, the laboratory reports were marked by

demonstrators, not by Professor Anderson, and there was nothing in the evidence to indicate that his demonstrators discriminated against black students or that he influenced them to discriminate in their grading. Thus the charge is unfounded. The Committee finds, therefore:

Finding No. 2

that Professor Anderson did not discriminate in grading laboratory reports and did not influence his demonstrators to discriminate.

. . . . .

The complaining students asserted that Professor Anderson adjusted the results of a February, 1968 IBM examination in such a way as to discriminate against them. This allegation was based on Professor Anderson's decision to add a correction factor of ten percent to each mark; the decision was said to benefit black West Indian students less, since as a group they fell among those with lower marks. The Committee found nothing to indicate that this mode of adjustment, which is quite in accord with measurement theory, was used by Professor Anderson as a means of discrimination; or that its effect was in fact discriminatory. The Committee finds, therefore:

Finding No. 3

that in adjusting the grading rules of an IBM examination administered in February, 1968, Professor Anderson did not discriminate against black West Indian students.

. . . . .

In the spring of 1968, the complaining students charged Professor Anderson with improperly inquiring into the private financial affairs of Mr. Wendell Goodin, one of the complainants. The evidence heard by the Committee suggested that this allegation arose out of a misunderstanding on the part of Mr. Goodin when Professor Anderson passed on to him a request from the Accounts Office. The Committee finds, therefore:

Finding No. 4

that Professor Anderson did not inquire, improperly or otherwise, into the private affairs of Mr. Wendell Goodin.

. . . . .

The complaining students alleged that Professor Anderson discriminated by addressing some white students by their first names, and using the term 'Mr.' with black students. Professor Anderson did address three white students whom he knew particularly well by their first names, but claimed that he had similarly addressed black students on occasion. Otherwise, evidence indicated that Professor Anderson's normal relationship with students in class tended to be somewhat formal. There was no evidence to suggest that he ever used distinctions of address with racially discriminatory intent. The Committee finds, therefore:



## Finding No. 5

that Professor Anderson did not employ differential forms of address with racially discriminatory intent.

. . . . .

It was implied in the spring of 1968 that Professor Anderson behaved in a discriminatory manner when he wrote what were felt to be gratuitously harsh remarks on the papers of two black students, Messrs. Douglas Mossop and Allan Brown. It was not clear that the remarks, given the context in which they were made, were not acceptable as coming from an instructor addressing himself to students who had been performing below expectation. Nor was there any suggestion that Professor Anderson reserved such remarks exclusively for black West Indian students. The Committee finds, therefore:

## Finding No. 6

that Professor Anderson did not act in a discriminatory way when he wrote certain critical remarks on the papers of some black West Indian students.

. . . . .

## 2.2 The General Charge

The particular charges examined above constitute all the specific allegations of a type relating to racial discrimination which the Committee heard against Professor

Anderson. Our findings in respect of all of them lead us to the conclusion that Professor Anderson did not discriminate against students. Furthermore, there was nothing in the evidence to substantiate a general charge of racism such as the one signed by the six complaining students on January 10, 1969.

In view of these findings, the Committee recommends that the University reject the charge of racism against Professor Anderson and express its confidence in his impartiality.

Section 3. Narrative of Events, Based on Evidence  
Presented at the Hearing

3.1 Events Before April 29, 1968

Professor Perry David Anderson is in the fourth year of his appointment at Sir George Williams University. This is his first university teaching post. He was appointed as a Lecturer and promoted to an Assistant Professorship in September 1967. Prior to the end of the academic year, 1967-68, he had taught courses in the Department of Biology consisting of Animal Physiology (Zoology 431), Vertebrate Embryology (Zoology 461) and Histological Technique (Biology 271). By his own statement a total of 171 students took those courses before 1967-68 and approximately one-quarter of those students were non-white. Of the non-white students, five received 'A' grades, four received 'B' grades, nineteen received 'C' grades, eight received 'D' grades and three received 'F' grades. Anderson has identified a sub-group of 14 black West Indian students. Only one of them received a grade higher than 'C', ten received grades of 'C', two a grade of 'D' and one an 'F' grade. The Zoology 431 class for 1967-68 included eleven black West Indian students and none of them earned a grade higher than 'C'.

Mr. Millard Smith, a black West Indian student, took Zoology 431 in the year 1966-67 and communicated with Anderson during

1967-68 about an advanced biochemistry course. Mr. Smith asserted that he received the same treatment in Biology 431 as any other student. He received a final grade of 'C' for the course, and he said that he deserved no more. Mr. Smith could not remember how many black students were in his class of about thirty, but he thought there might have been one other. Mr. Smith offered the opinion that Professor Anderson generally treated students formally in class, but tended to be more informal outside class. His personal meetings with Professor Anderson during 1967-68 "tended to be rather cordial."

A witness, the senior demonstrator for 1967-68 in Zoology 431, testified that in about February of 1968, three black West Indian students, Mr. Wendell Goodin, Mr. Douglas Mossop and Mr. Mervyn Philip, wanted to know from him why they, and other West Indian students, got such low marks.

The record does not show whether Goodin, Mossop and Philip were complaining to the witness about specific examinations. Although he was unable to remember details of conversations he claimed that their concerns were always about examination marks. The witness also cited one of the original complainants, Mr. Oliver Chow, as saying that his report in another biology course, given in this case by Professor Austina Kennedy, got a low mark because "she was in cahoots with Mr. Anderson." Mervyn Philip is said to

have made the same kind of complaint about Professor Kennedy. The witness did not know that complaints were being made against Anderson by more than the four individuals mentioned until Anderson told him. He did not tell Anderson about the allegations against Miss Kennedy.

Goodin, Mossop and Philip mentioned that in the previous year there had been rumours that Mr. Anderson had told a West Indian student of Lebanese origin that he would not get more than a 'C' in his course. The black students are claimed to have deduced from this, "of course", that Mr. Anderson was prejudiced towards them. The witness testified that no one had ever approached him before early 1968 with any complaints of a racist nature about Anderson.

The witness opposed their conclusions. The witness testified that he had told Mr. Mossop that if he studied harder instead of complaining he would get higher marks.

He cannot recall his precise responses to continued complaints of the same nature because he did not regard them as being very serious. Rather, he felt that it was a 'normal situation' in which students were blaming a professor rather than themselves for poor marks. The witness claimed that the students did not accept his refutation. The witness told Professor Anderson about the matter and advised him to try to clear it up.



The witness testified that he was not surprised that six or seven West Indian students should think that low marks gained in an I.B.M. exam represented discrimination.

The senior demonstrator stated that he never observed discrimination of any kind in regard to instruction, grading, and access to equipment. The witness testified that he had never observed anyone in the Biology department giving offence because of a lack of insight into cultural background.

Professor Anderson suggested that the senior demonstrator might have particularly easy relationships with black students since he was married to a West Indian and knew a number of the students in 431 socially.

Professor Anderson testified that his demonstrator, in passing on the feeling of the Black students in Zoology 431, had acted in the way of advice, rather than warning; and claimed that the witness had told him that he had said to one or more of the complaining students that in his opinion Anderson was not a racist and did not discriminate. The witness testified that he saw nothing that would lend substance to allegations of discrimination by Professor Anderson.

Anderson's relations with his senior demonstrator were relatively amicable but difficulties in the acquaintance had arisen because of differences of opinion about the running of the

Zoology 431 laboratory. Those difficulties first arose in September of 1967. Professor Anderson finally had the witness removed from his position as senior demonstrator and had him re-classified as a technician. The witness was extremely upset, since he wished a teaching role to be part of his function in the department.

The deterioration of the relationship between Anderson and his senior demonstrator did not apply to the other demonstrators. Professor Anderson controlled the appointment of demonstrators for his courses. Not all the demonstrators he appointed in 1967-68 were white; one was black, and one was of Chinese origin.

Before hearing the allegations of racial discrimination, which were relayed to him by the senior demonstrator, Professor Anderson claims that he was utterly unaware that a feeling existed among his students. He said he sought occasion to discuss the matter with the students concerned. Professor Anderson testified that he met Mr. Mervyn Philip, invited him to his office, and asked for the reasons why Mr. Philip might feel he was being discriminated against. He claimed that Mr. Philip told him he could not believe that Professor Anderson was a racist as other students were claiming. The basis for the charges of racism was the poor marks that were given, and poor marks in this context meant 'D' or lower. Anderson further testified that Mr. Philip had told him that there was a rumour that Anderson had in his undergraduate years lost a girl friend to a black West Indian, and that this was one of

the reasons why he was discriminating against all black West Indian students. Anderson, without revealing names, showed Mr. Philip some of his records, and attempted to demonstrate that black West Indian students had done well in the past. The conversation with Philip lasted at least an hour. In response to a direct question as to whether Philip had specifically said that he was convinced Anderson was not a racist, Anderson replied "My impression was that upon leaving my office, he was greatly relieved in relationship to his own anxieties that there was possible concrete reasons for my being a racist." This was Anderson's only meeting with Mr. Philip until the end of the year, when they met to discuss the student's failure to hand in two laboratory reports.

Professor Anderson subsequently had a conversation with another complainant, Mr. Douglas Mossop. He was approached by Mossop to discuss results obtained in the quarterly and mid-term examinations. Professor Anderson described Mossop as behaving in an emotional way because he had not done as well as he had expected. Anderson feels that Mossop could in fact have been near the top of Zoology 431 in that year, basing his judgement on examinations written until mid-term and the quality of the lab reports submitted. The issue of racism was not discussed specifically with Mossop.

By Anderson's own statement, the two contacts described were the only ones which dealt with the matter of alleged discrimination. He claims that he believed he succeeded in convincing Mr. Philip

that he was not guilty of racial discrimination. Only the events of April 30 and later had shown him that this was not so.

Since he thought the matter was a very serious one he had been "most upset" that students could believe him capable of discriminating on the basis of colour. Professor Anderson suggests that he made "an extremely grave error" in not following up the matter and discussing the problems with a wider range of black students. His explanation of that error was his belief that his discussion with Mr. Philip had resolved the matter and that Philip would convey his impressions to his fellow students, and that they would be accepted by them. Furthermore, he felt that the best course of action following this episode would be to proceed with his teaching as normally as possible. He did not advise his department about the issue. Professor Anderson now feels that he should not have attempted to deal with the situation on his own.

Professor Anderson testified that he did not observe any change in the behaviour of black West Indian students in 431 following these events, and further that "the significance of being called a racist did not strike home at that particular time, I am sorry. It was a unique complaint, and I misjudged it completely."

Professor Anderson described his relationships with another of the complainants, Mr. Wendell Goodin. He had found in the minutes of a Science Faculty Council Meeting that Mr. Goodin did not have the prerequisites for Zoology 431. He discussed the matter with

his Chairman Dr. Frank MacLeod, and then found that Goodin had not completed three Biology courses in which he had been registered. Mr. Goodin later failed to write a mid-term examination. When Anderson met him at the commencement of the second term, Goodin gave an explanation of his absence. Mr. Goodin had been absent 'fighting the draft' in the United States. Anderson accepted this as a legitimate reason for being absent, and set a special examination for Goodin. On the date that was set, Mr. Goodin appeared and asked for a postponement in order to have a physical check-up at the United States Embassy. The examination was re-scheduled for the following Monday. The examination when written, was done very well. Goodin later complained about being required to produce a medical certificate in order to have the exam re-scheduled.

Professor Anderson explained the method of grading in Zoology 431 for 1967-68. A series of laboratory exercises were marked by demonstrators. Two quarterly exams and a final examination were marked by Professor Anderson, and one quarterly examination was marked by a machine. Professor Anderson said that a number of the complainants had received low overall marks as a result of their grading in the final examination, after having done "quite well" in the laboratory assignments during the year, but this statement is not in accord with the later analysis of the grades. Professor Anderson further testified that the final examination



results changed many grades in Zoology 431 for 1967-68. Thirteen of the students, of whom two were non-white, improved their grades as a result of the final examination; three or four students maintained the same level; all the others slipped down. Of the two non-whites who improved their status, one was black and the other Chinese.

Professor Anderson had an impression that the proportion of black West Indian students registered in Zoology 431 was larger in 1967-68 than it had been in previous years. He told the Committee that eleven of forty-eight students registered in the course were black West Indians. This proportion is much higher than that normally found in classes in the university. Anderson believes that this was because many black West Indian students intend to follow up their undergraduate education by entering either medicine or dentistry; and physiology is required for entry to these schools.

Zoology 431 in no place discusses the taxonomical significance of the species Homo sapiens nor does the course touch upon genetics. There is no reference anywhere in the course to skin pigmentation.

### 3.2 Events of April 29 and 30, 1968

Magnus Flynn, the Dean of Students, first became aware of the situation on April 29, 1968. He was visited by a group of students who indicated their belief that there was discrimination in the Department of Biology. The discussion lasted about half an hour. Since some of the students were not Biology students, Dean Flynn asked them to come back as a group with the other directly interested persons. He met this second group on May 1 and told them that the matter was academic and advised them to consult Dr. Samuel Madras, Dean of Science. The students indicated that they had already contacted the chairman of the department but Flynn was not clear about the form of that contact. (This may have been a misunderstanding of the contact with Dean Madras, or an indication of the contact made with Dr. Frank MacLeod, Chairman of Biology, after the students had visited Dean Madras.) Notwithstanding his statement that it was an academic matter, Dean Flynn heard the students' complaints and was impressed by their sincerity. He advised them that the charges were serious and suggested that it would be wise for them to document their statements. He further suggested that their complaints included both discrimination and academic matters. The students left his office and he later received a call from Dean Madras informing him that a meeting had been arranged for May 5 to discuss the matters that had been raised by students.

Dean Madras states that he was visited by a group of black students on April 30, 1968. The students indicated that they wished to lodge complaints of racism against Professor Anderson.

He made notes of their complaints without identifying the students in any way. Dean Madras claimed that this was his deliberate and continuing practice, designed to make student complainants feel secure.

The notes identify the following specific complaints:

1. No black student gets a grade higher than 'C' despite obtaining higher grades in quarterly or mid-term examinations.
2. Lab report grading showed the same trend.
3. There were unethical demonstrators who urged students to copy the notes of others. The same demonstrators marked labs inconsistently.
4. The labs were not well organized.
5. Two junior demonstrators were incompetent.
6. The instructor was not qualified.
7. The instructor did not prepare his lectures.
8. The instructor answered questions very badly.
9. The instructor was unable to work out problems.
10. An exam question relating to "buffers" was imprecisely defined and examination questions in general were poorly constructed.
11. One question on the mid-term examination referred to a subject not relevant to animal physiology, and yet carried a large number of marks.
12. Marks for a mid-term examination written December 18 were not released to the class until March 19.

13. The text book was too short and too simple.

14. The reference list was not appropriate.

15. There was no textbook for the second term.

16. Instruction in the first term was unbalanced in that it gave more attention to the cell membrane than to the nervous system.

17. The instructor had been guilty of absenteeism; fifteen lectures were cancelled and six movies were presented out of time and out of context.

18. Student contact was bad. Few appointments had been made and if appointments were offered, they were not kept.

19. The second quarterly exam had been 'fixed' in a prejudiced way. Requests to check the master sheet for that exam had been denied.

20. The instructor was on a first name basis with white Canadians but a 'Mr.' basis with black students.

21. As a result of this general performance, class morale was poor.

Dean Madras claims that he read the finished document back to the students and also that they agreed that it 'more or less' summed up what they wished to say. He then met Dr. MacLeod and discussed the complaints for half an hour. Dr. MacLeod took the document with him to his office to work upon it. Madras meanwhile began to arrange for a 'hearing' for May 5, 'not nearly as elaborate as the present one', since there were then no regulations or guidelines for dealing with complaints of that kind.

### 3.3 Events between April 30 and May 5

Dean Madras and others described the investigation which took place between April 30 and the meeting of May 5. Meetings were held within the Biology Department. The Department provided the names of 'quite a few' black students who had received grades higher than 'C' during the previous two years. The department asserted that the marking of exams and labs in Zoology 431 were based upon certain objective standards, and 'the results were not necessarily as the black students had indicated.' The mid-term examination was explained in some detail. It was a machine-marked examination and the department chairman, Dr. MacLeod, went through 'other details.' Professor Anderson freely consented to the investigations that were made within the Department, and to a "hearing" arranged by Dean Madras.

Dr. MacLeod claims that the complaints made to him by some of the complaining students on April 30 came as a surprise and were not identical with the complaints recorded by Dean Madras, in that the discrimination alleged was against non-white, non-Canadians, rather than against black students. Dr. MacLeod said that the presentation of the complaints was not very coherent. He was unable to make much progress between April 30 and May 5 with investigating the charges, other than those relating to grades. In any case he felt at that



time that the investigation of all the charges was to take place on May 5.

Professor Anderson met the Dean of Students at least once after the charges were made in April to discuss the format of the 'inquiry'. Professor Anderson stated that Dean Flynn advised him not to bring in outsiders to that inquiry, e.g., not to have a SGWALT representative present. (There is an apparent contradiction in the transcript of the February 4 hearing session. Anderson claims to have met the Dean of Students after the charges were made "last May", but later says that the meeting was prior to the inquiry which he then describes as 'the May inquiry, the April inquiry'. Clearly, he is in fact referring to the May meeting.)

Professor Anderson now obtained the transcripts of the complainants and found that like Mr. Goodin, three or four of them did not have the prerequisites. Professor Anderson agreed that some of the students had surprisingly inadequate backgrounds for Zoology 431. He gave as an example one of the complainants, Mr. Ballantyne, who was on a final trial year basis, and yet was registered in Zoology 431 without having the prerequisites. His object in examining transcripts was to see if there was any difference between the grades they received in his course and the grades they had received in other courses up to that date. Professor Anderson was not clear as to whether it was the responsibility of the instructor or the registering officer

to check the prerequisites of a student. However, in the year 1968-69, he announced his desire to meet those who did not have prerequisites and met with between six and ten students. He allowed those students to continue in his course but warned them that they would be responsible for making up the deficiencies. Of the number without prerequisites in 431, for 1968-69, two or three were black.

From the testimony of Dr. MacLeod, it became clear that Professor Anderson had marked all his exams for Zoology 431 before April 30, but that the results had not been released. When Dr. MacLeod went to see Anderson about the papers he was not aware that they had already been marked. Nevertheless, Dr. MacLeod obtained from Professor Anderson a series of examination papers done by West Indian students, choosing them himself, and later decided that the grading should be checked by someone else.

When Dr. MacLeod collected the papers from Anderson, he made some mention of the charges levelled against Anderson but may or may not have given the names of the complainants to Anderson at that time. Anderson became 'extremely upset again', becoming fully aware for the first time that he had not analysed the situation correctly.

Dr. MacLeod asked Professor Abbott to re-examine those papers, believing that he was probably the best qualified person in the department for such a review in physiology. Professor Abbott said that he could not grade all the papers in addition to those of his own courses, and

therefore Dr. MacLeod selected "about seven or eight" which included 'some' of the complainants, and asked Professor Abbott to grade them and then to return the papers to him. Dr. MacLeod claims to have taken only West Indian students' papers and to have selected from them only seven or eight that included 'some' of the complainants, but the seven or eight examinations given to Professor Abbott included for comparison at least two 'A' or 'B' papers written by white students. When MacLeod asked Professor Abbott to regrade the exams he offered no specific reason.

Dr. MacLeod did not check to see whether Professor Abbott knew any of the individuals whose papers he was asked to re-examine. Professor Abbott testified that he did not know the names on any of the papers. He did not recall any suggestion that the majority of the papers were written by black students, or any mention of a complaint of racism against Professor Anderson. Indeed, since most of the papers he was offered had a low mark, and one or two had a fairly high mark, he assumed that he was being used to check extremes.

In requesting a second evaluation of the gradings, Dr. MacLeod felt that he was anticipating a complaint and not responding to one, since at that time no student in Zoology 431 could have known the grades assigned by Professor Anderson. Dr. MacLeod had never done anything of this sort before.

Professor Abbott testified that he received "eight or nine" papers from Zoology 431. He obtained a copy of the final exam paper from Professor Anderson which showed the mark value for each question. He discussed the questions with Professor Anderson, having also previously discussed the content of Zoology 431, because of a desire to integrate it with his own course in Advanced Zoology. He marked all the papers in one day, set them aside overnight, and reviewed his marks the following day. Then he returned the remarked papers to Dr. MacLeod. A paper filed with the hearing by Professor Abbott shows that he actually marked seven papers. The marks given by Professor Abbott were, with one exception, lower than the marks given by Professor Anderson. The actual grades finally submitted for Zoology 431 1967-68 were the grades assigned by Professor Anderson, and they were not amended in any way by the Abbott regrading. Professor Abbott did not feel that "he was an 'hard' marker or that Professor Anderson was an 'easy' marker. He felt that the difference in grades could represent different attitudes on the part of the two professors, but also could be interpreted as a matter of Anderson's better knowledge of his students.

Professor Abbott is a close friend of Professor Anderson. Professor Anderson testified that when Professor Abbott telephoned him about the grading and asked "what is all this about", he told him only that there was a problem with students, and that it would be

explained to him later. Professor Anderson claims that he said this in order to get an unbiased reassessment of the papers. He did not explain that there was an allegation of racial discrimination against him until Dr. MacLeod had informed him of the results of the remarking. Professor Anderson had been out of touch with the department in the days immediately preceding his return with the graded examination papers, which he had taken to the country to mark.

The only complainant that Professor Abbott knew by name was Kennedy Frederick who had taken his course, Introductory Zoology, twice. Frederick had made no representation to Professor Abbott about his initial failure in that course, Introductory Zoology is a large class in which the examination papers are machine-marked.



#### 3.4 The Events of May 5

The proceedings of May 5 which have been variously described as a hearing, a committee, a meeting, an inquiry, and an investigation, were attended by Dean Madras, Dean Flynn, Dr. MacLeod, Professor Anderson, Miss Joan Richardson of the Dean of Students' Office, and the students Mr. Terrence Ballantyne, Mr. Allan Brown, Mr. Oliver Chow, Mr. Kennedy Frederick, Mr. Wendell Goodin, Mr. Rodney John, Mr. Douglas Mossop and Mr. Mervyn Philip. The meeting was described as lasting 'the best part of a Sunday.' Dean Madras described himself as chairman, and, on occasion, 'interpreter,' Dean Flynn feels that he was present as a 'moderator', or as an observer. There was no secretary and Dean Madras did not arrange to keep a record of the proceedings. He revealed later at the Hearing that he had kept notes. Dean Flynn asked Miss Richardson to take notes of the points raised for his own purposes, but he and Miss Richardson are quite clear that she was not the secretary of the meeting and was not taking minutes, nor was she attempting to make a full record for the use of Dean Madras. Because of the absence of formal minutes the records which she kept for the Dean of Students was later requested by the Vice-Principal (Academic), Professor D.B. Clarke in order to inform him of the proceedings. She gave her notes to the Dean of Students and he apparently mailed them to the Vice-Principal (Academic). Apparently the documents were lost in transit, since the Vice-Principal testified that he never saw the

record, and assumes that he never received it. The events of the meeting were reconstructed by Dean Madras at the request of the Vice-Principal (Academic) after the confrontation on December 5 between some complaining students and the University on the matter of proceeding against Professor Anderson. The reconstruction was contained in a letter from Dean Madras to Professor Clarke, dated December 16, 1968.

The points recorded by Dean Madras at the meeting of April 30 were the core of the discussion on May 5, but new charges emerged:

1. That Professor Anderson wrote upon an examination paper written by Mr. Mossop "you have only one way to go" or words to that effect. Dean Madras asserts that it was agreed that this was not a racist action, and that Anderson made such comments on the papers of other students too. He commented that Professor Anderson should not write remarks of that type, and Anderson agreed not to do so in the future.

2. In a physiology examination held in February 1968, the grading rules were altered. The paper consisted of 45 questions to be marked by machine. Originally one point was to be given for the right answer and a fraction docked for a wrong answer. After the examination, in which the class as a whole did not do well, the grading rules were changed. There was no docking of points for incorrect answers and every paper received an increase of 10% of the marks earned. The students complained

that since white students had generally scored higher than black students, the white students would benefit preferentially by the 10% increase across the board. There was no suggestion that the marking was unfair, nor were there complaints about the questions.

3. The complaints about absenteeism were amplified and extended with specific dates provided by Mr. Kennedy Frederick, which he is said to have claimed, originated from his notes. Professor Anderson denied such large numbers of absences in general but offered no specific defence at that time. Later, he produced for the Hearing Committee a systematic refutation of the charges of absenteeism as recorded by Dean Madras.

4. Professor Anderson was alleged to have intervened in the private financial affairs of a black student in the matter of an account payable. This complaint is said to have been made in the most indignant fashion, and was based upon the fact that Professor Anderson in a class had asked Mr. Wendell Goodin to contact the Accounts Office. Professor Anderson responded to the effect that he had informed Mr. Goodin at the request of the Accounts Office. It was done outside one of the laboratories, he said, not in class. Later Denise Boileau, Secretary of the Biology Department confirmed that she had received a telephone call from a person in the Accounts Office, requesting that Mr. Anderson ask a Mr. Wendell Goodin to contact the Accounts Office in reference to Mr. Goodin's account. The reason given by the Accounts Office was because Mr. Goodin had moved, and not having notified the Accounts Office of his change of address, letters to him were being returned

'address unknown'. Miss Boileau cannot remember the date of the call except that it was prior to April of 1968, and she cannot remember the name of the person in the Accounts Office.

On the matter of grading, Dean Madras asserted that the students were clearly informed that there is an open and easily accessible procedure for the re-reading of papers.

Dean Flynn mentioned other charges with a racial content that came up during the May 5 meeting. There was an allegation that black students were unable to get lab. equipment; specifically, that one (black?) student had not been able to get equipment which another (white?) student had been given. One of the complainants felt that during tours of the lab. the work of white students was looked at in preference to the work of black students. Dean Flynn did not explain if this charge had implicated Professor Anderson.

Although the meeting agreed that many of the complaints were academic, Dean Flynn mentioned a specific example wherein alleged academic incompetences acquired discriminatory characteristics in the minds of some of the black student complainants. Two class examinations had not been given at the time arranged, because Professor Anderson failed to attend. Mr. Mossop 'became emotional' in describing how he had stayed up all night studying for an examination, only to find that it was not given. He felt that

this discriminated against him, because he was an out-of-country student, and therefore under abnormal stress. Furthermore, students from out of the country felt that Zoology 431 was particularly vital to them. Time was particularly valuable to them. For these reasons anything which increased the difficulties of overseas students was seen as discriminatory in its effect.

Another charge which was made against the Department of Biology in general was that the department requires photographs of students before references are written in their behalf. (No student defined the sense in which they considered these photographs to be discriminatory but the implication is obvious.)

Professor Anderson is said by Dean Flynn to have taken little part in the discussions of May, and indeed Dean Flynn suggests that he appeared bewildered by the charges, as if he were hearing them for the first time. Flynn suggested that it was Mr. MacLeod who responded to the charges rather than Anderson. However, one matter which Anderson did take up was the matter of the alleged first name basis in dealings with white students and the formal "Mr." basis for black students. He claimed to be completely unaware of making such a distinction. On asking his accusers to be more specific, one student identified three white students who Professor Anderson addressed by their first names. Anderson explained that two of the persons named were the President and Secretary of the



Biology Club. Having given a seminar to the Biology Club the previous year, and having worked closely with the two Club officers on other matters, he came to know them on a first-name basis. The third person had once been an employee of the Biology Department. Since he worked in the department, Anderson had met him frequently, summer and winter, in relation to matters other than academic affairs. He agreed that he did indeed refer to all three by their first names, even in academic situations. However, he asserted that he also referred to some black students in academic situations by their first names, and specifically included some of the complainants. During the presentation of his testimony to the hearing committee Professor Anderson occasionally used the first names of some complainants. Professor Anderson testified to the committee that the manner of his address is determined by how well he knows students.

Professor Anderson felt that he had been rejected by Kennedy Frederick during the year 1967-68. This feeling was based upon a comment made by Mr. Frederick during the meeting that he "knew that Anderson was a racist right from the first lecture in September 1967." Anderson claims that he asked him what he had said or done during that lecture which had convinced him that he was a racist, and that Mr. Frederick was 'unable' to answer. Anderson had had very little contact with Frederick during the academic year 1967-68, but felt that he was one of the most adamant about his alleged racism at the May 5 inquiry.

Dr. MacLeod at the May 5 meeting specifically asked each of the students when he had decided that Professor Anderson was indeed a racist. A number of them said that they had known when they came to take the course; another, he thinks Mr. Mossop, said it was 'early in the year, in the first term', but before Mossop had finished his statement Mr. Allan Brown spoke up and said that he had an open mind, and that he did not listen to ~~rumors~~ and that he wished to make up his mind on the basis of his own experience. Dr. MacLeod asserts that at the May 5 meeting, Mr. Brown said that he still had not made up his mind. MacLeod claims that in this context he challenged Mr. Brown with having considered Anderson a racist in the previous October and November on the grounds of a conversation Brown was alleged to have had with Mrs. Joy Johnson, a demonstrator in 431. At that point, Mr. Brown suggested they should stop pursuing the charge of racism.

The testimony shows an important divergence of opinion about the success of the May 5 meeting and the way in which it ended. Dean Madras feels that the complainants had every opportunity to say anything they wished and that they were satisfied with the discussion. It was agreed that the charge of racism was without foundation, but that there were academic defects which were acknowledged, and which Dean Madras undertook to have corrected. Summaries of the content of the meeting were made. The meeting then adjourned in an 'atmosphere of friendliness.'

Dean Flynn's view of the meeting and its termination differs from that of Madras in some respects. Dean Flynn testified that throughout the meeting the students were attempting to convey feelings which were not picked up by the faculty present. In his opinion the discussion did not come to grips with the racial problem, and there was very little effective communication. After about two hours, Flynn suggested that the meeting turn to the academic complaints. This was said to have been supported by Mr. Allan Brown although the quotation assigned to him in this context does not indicate that he felt the question of racism was resolved: "Well, we probably should be the United Nations, but let's take a look at that for a moment." While Madras appears to believe that the students turned away from the racial charges to consideration of academic matters as the real concern, Flynn felt that the students simply agreed in effect that they would turn to the academic issues since further discussion of the racial complaints would be fruitless. He was quite sure that they did not feel that the racial charges had been answered to their satisfaction. Dean Flynn asserted that his concern in this matter was so great, and his conviction of the lack of communication so sure, that at the end of the meeting he felt it necessary to ask the students point blank what they wished to have done. He asked if they wished to fire Professor Anderson, and reports one of the students as saying something to the effect, "No, you have a structure here of people, we want to place the facts before you, and we will leave it to you to handle that. If you feel you don't

have enough information we would be pleased to provide more for you," and in Flynn's words "The onus was left at that." The meeting then broke up, although informal discussions continued for some time, including conversations between Anderson and the complaining students

Flynn does not think that the meeting ended in an atmosphere of friendliness, and is quite sure that the students left wondering if they had got their point across. Flynn does not think that they had. In the informal conversations which followed the end of the meeting proper, more than one student left telephone numbers with Dean Madras. It might therefore be assumed that the students expected to be informed of the outcome of the meeting. It may be assumed alternatively that if more information was required they would provide it. In either case the implication was that the students felt that the matter was not finally settled. Dean Flynn states that he did not know that some students had left phone numbers with Madras.

The letter of December 16 reconstructing the events of the meeting was checked for accuracy with Miss Richardson, Dean Flynn and "members of the Biology Department", but was not checked with the students present at the meeting because, according to Madras, by the time the letter was written 'the students had taken an adamant attitude about not communicating.'

Dean Madras claims that Dean Flynn and Mr. Brown and Miss Richardson made statements to the effect that the problem was academic, not racist, and that others concurred. He specifically said that Dean Flynn, in summing up, repeated the statement that

the problem was academic not racist, and the meeting is said by Dr. Madras to have concurred again. On questionning he qualified this as "No one dissented specifically." Miss Richardson feels that she did not make such a strong statement, but rather something to the effect that many of the matters were academic or that some of the matters were really academic.



### 3.4 Events after May 5

Subsequently Dean Madras summarised his findings in a letter to the Dean of Students dated June 14 with copies to the Vice-Principal (Academic), Dr. MacLeod, Professor Anderson and Miss Richardson. The letter specifically claims that the charges of racial discrimination had been investigated and found lacking in substance. He did not send copies to the complaining students. Dean Madras asserted that he sent this report to the Office of the Dean of Students because it dealt with complaints from students. Madras claims that the students would be aware of the substance of the 'verdict' contained in the letter, because it was "more or less" a reflection of the summary statements at the end of the May 5 meeting. This claim is apparently based upon a statement by Madras that at a specific stage in the meeting, the group had decided that the problems were not racial but academic, and he cites Miss Richardson, Dean Flynn and some of the students as so saying.

This claim is not supported by Richardson and Flynn who agree that they did say that matters were more academic than racial, but that the students did not retract the racial implications.

The letter appears to have been received by the recipients designated, but the contents were not imparted to the complainants.

Professor MacLeod who received a copy, felt that the responsibility of informing the students of the results of the 'hearing' would be with either Dean Madras or Dean Flynn, since it was to them the students had originally complained. Professor Anderson testified that while he had not attempted to convey the contents of the letter to the students who had complained, he did in fact meet with one of the complainants, Mr. Kennedy Frederick at the resumption of classes in the Fall of 1968 and told Mr. Frederick that it had been the Dean's decision that the charges of racism made against Anderson were unfounded.

Dean Flynn did not convey the content of the letter to any of the complaining students, but he claims to have been worried about the letter because 'it did not say much about specifics.' Before receiving his copy of the letter, he had encountered Mr. Mossop who was extremely upset because, as quoted by Flynn, "Judgement had been rendered on Professor Anderson, and Professor Anderson had been promoted." Professor Anderson had in fact been promoted in September 1967.

Although Dean Flynn apparently did not inform the complainants about the content of Dean Madras' letter, he became so concerned about the matter in general that he took it up with Vice-Principal Smola, his administrative superior, and Vice-Principal Clarke, informing them that he did not believe the matter had been settled.

This concern was expressed some time shortly after the May 5 meeting. Furthermore, he later shared his concern with "a number of people," including Professor Chester Davis of the Department of Education. Flynn met with Professor Davis on or around November 20. Flynn said he was impressed with the personality of Davis, and his knowledge of racial problems, and he asked Davis to work with him and Miss Richardson on this particular problem. Flynn asserts that Professor Davis told him at that time that he was already aware of the allegations, and had been in contact with members of the university community including some black students, who had related their concern to him. A suggestion emerged that a task-force be set up to examine the situation. The task force would include the two Vice-Principals, Dean Madras, Dean Flynn, Errol Thomas, Leroy Butcher and a group of people, who "straddled the black community, both student and faculty and administration." Dean Flynn says it was intended that the group should not only look at the specific allegations against Anderson but also at the general situation in the University if it appeared necessary. Vice-Principal Smola was said to have indicated that such a group should only meet after a meeting between the two Vice-Principals and Deans Madras and Flynn. Dean Flynn was not very happy about this delay in establishing the larger group, since he had a conviction of urgency in the matter. Part of this conviction was

based on his contacts with Professor Davis, who Flynn says informed him that the issue would arise again in January and that, furthermore, the students were preparing a document relative to the charges against Anderson. A preliminary meeting of the Vice-Principals and the two Deans had to be rescheduled because of commitments on the part of Dean Madras, and the events of December 5 took place before an alternative date could be arranged.

Some time in the fall Professor Anderson called upon his former senior demonstrator at his home to collect some departmental keys. He claims that as he was leaving his former demonstrator asked him "Do you know that the West Indian students are going to erupt again in January?" This claim is substantiated by the senior demonstrator who testified that he gained this information from 'a West Indian friend', identified only as an Indian student at the University, who said that 'they' were planning to sack Mr. Anderson. The time of the sacking was to be around Christmas. Professor Anderson told his demonstrator that he had not heard such a story and he did not follow up the conversation.

Professor Anderson testified that after the inquiry of May 1968 he had become extremely sensitive to his relationships with black students. For the first time he became conscious of them in terms of colour, but he overcame this and in 1968-69

made every attempt to behave in a normal manner and to view all students normally as in the previous year. He believes he succeeded and he feels that students (including black students registered in the course) would support his statement.

Early in September Anderson had discussions with one of the complainants, Rodney John, who failed Zoology 431 in 1967-68, and had re-registered for the year 1968-69. He warned Mr. John that he must follow the requirements of the course very carefully, and that he must not miss laboratories and progress examinations, as he had done in the previous year. Professor Anderson describes Mr. John's acceptance of this warning as 'amiable.' Anderson met with Mr. John again when it was reported by laboratory demonstrators that Mr. John had left one lab. at the half way mark, and come to another three-quarters of an hour late with the result that his lab. partner had the sole responsibility for setting up the lab. He warned Mr. John that he would have to attend the labs and contribute fully; and that even though he had taken them the previous year, he was still responsible for the conduct of labs in the current year. Anderson says that on this occasion Mr. John seemed a little annoyed, and said "I see you haven't learned."

Professor Anderson met with Kennedy Frederick on what he claims was a relatively informal and congenial basis at the beginning of the year. Mr. Frederick expressed concern about his failure to obtain satisfactory marks, not only in Anderson's course, but in



all courses at Sir George Williams. He asked Anderson to go over the final exam of the previous year and to explain where he had gone wrong. Professor Anderson had to obtain the paper from Dr. MacLeod's office, where it was held by him among the group that he had originally obtained from Anderson, and from which he had made the selection to be regraded by Dr. Abbott. When Professor Anderson reviewed Mr. Frederick's paper with him, Frederick registered disagreement as to his appreciation of an essay relating to the regulation of the digestive processes. Anderson told him that in his opinion Frederick had misinterpreted the question. Kennedy Frederick accepted the grading of the rest of the exam, but Anderson pointed out that the essay was worth 60% of the total marks given. Referring to this same question Professor Hayward, who regraded all the exams for Zoology 431 in 1967-68, points out in his report that many students wrote essays with information which was subsidiary or unimportant.

At the hearing there was some conjecture as to why complaints had centered upon Zoology 431. Dr. MacLeod suggested that it used to be a 'mickeymouse' course, but had become demanding when taken over by Professor Anderson in 1965-66. At that time organic chemistry was made a prerequisite. Dr. MacLeod said that apart from complaints concerning the amount of time required in order to do well, there had been no noticeable increase in complaints about the course. He felt that the students who entered

courses for which they did not have the proper prerequisites would have to assume responsibility themselves, together with the registering officers. Dr. MacLeod could see no reason why the prerequisites for Biology in general and Zoology 431 in particular could act as an impediment to West Indian students.

Miss Richardson testified that in her considerable experience of formal and informal contacts with a variety of overseas students, she had never heard any suggestion of racial intolerance or discrimination at Sir George Williams University until the summer of 1968, and during that summer such suggestions were "mostly" concerned with the Biology Department. Before April of 1968, there had never been any hint of discrimination of any kind in any conversation with any overseas students. The strong feelings about the Biology Department expressed by some students during the summer and fall of 1968 were not related directly to Professor Anderson, but rather to the Department as a whole.

Professor Anderson, who was under oath, testified that race was never a consideration in his treatment of any of the students in any way in any of his courses.

#### Section 4. ANALYSIS OF THE EVIDENCE

The Committee had to face two serious problems of evidence. In the first place, the charge, in the form that it was made, and accepted by the Acting Principal, was of a very general sort and without reference to particular behaviour by the accused person. Secondly, since the complainants withdrew from the hearing, it was extremely difficult to make certain that all relevant evidence was being presented. The Committee recognized these problems, but decided nevertheless that to proceed with the hearing was the only desirable course of action. The accusation of racism was therefore translated, in effect, into an accusation of overt racial discrimination,<sup>1</sup> and the absence of the complainants was handled by the admission to the record of much testimony that would otherwise not have been sought, in the hope that such an approach would increase the likelihood of all facts pertinent to the case being uncovered.

Although the charge against Professor Anderson, as presented to the Committee, was stated in very general terms, the complainants

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1. However, the Committee also examined Professor Anderson's testimony closely for manifestations of racial prejudice, and questioned other witnesses about this matter.

did, on two or more official occasions prior to the hearing, make a number of more specific oral charges. Several of those charges were apparently first made to Dean Madras at a meeting in his office on April 30, 1968; they were subsequently discussed, along with others, at a meeting on May 5, 1968, called by Dean Madras, and attended by the complainants, Professor Anderson, Dr. MacLeod, Dean Flynn, Miss Richardson, and Dean Madras himself. From the evidence given to the committee about these meetings, and especially from an informal record taken by Dean Madras during the first meeting, the oral charges appear to have been substantially as follows:

1. That Professor Anderson never awarded a black student a final grade higher than C.
2. That the same discriminatory trend was evident in the marking of laboratory reports.
3. That the results of an IBM examination administered by Professor Anderson in February 1968 were altered in such a way as to discriminate against black students.

4. That Professor Anderson inquired into the private affairs of one of the complainants (Mr. Wendell Goodin).<sup>2</sup>
5. That Professor Anderson addressed some white students by their first names, but used the term 'Mr.' with black students.
6. That Professor Anderson wrote on an examination paper submitted by one of the complainants (Mr. Douglas Mossop), 'You have nowhere to go but up,' or words to that effect.<sup>2</sup>
7. That a white student had been preferred over a black student in the distribution of laboratory equipment.<sup>2</sup>
8. That during laboratory tours the work of white students was looked at in preference to that of black students.<sup>2</sup>
9. That photographs were required (by the Department of Biology?) when recommendations for admission to graduate school were being written.<sup>2</sup>
10. That the failure of Professor Anderson to turn up to give a class examination on the morning for which he had set it was specially injurious to black students.<sup>2</sup>

These were not the only complaints made against Professor Anderson; they are, however, the complaints that were offered during the meetings

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2. This charge appears not to have been made until the meeting of May 5, 1968.



of April-May 1968 as indications of discrimination, and will be examined first for that reason.

1. That Professor Anderson never awarded a black student a final grade higher than C.

This charge is worded essentially as it was first written down by Dean Madras on 30th April, 1968, and its exact meaning is by no means clear. It may, for example, have referred to a single course, namely Zoology 431, which all the complainants<sup>3</sup> were in the process of taking; or it may have been intended to encompass all courses taught by Professor Anderson. Moreover, although in this form the charge accuses Professor Anderson of discrimination against black students, the Committee was told by Dr. MacLeod that, at a meeting he held with some of the complainants shortly after their meeting with Dean Madras, Professor Anderson was accused of discrimination against 'non-white, non-Canadian' students; indeed, it is evident from a reading of the general testimony that several participants in the events of April-May 1968 who gave evidence were themselves uncertain of the true nature of the charge (Dean Madras refers more than

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3. The complaining students in the spring of 1968 were a larger group than the complainants who eventually signed a formal charge; for the sake of economy of language, both groups are usually described as the complainants throughout this section of the Report.

once to West Indian students; Dean Flynn speaks of out-of-country students; and Professor Anderson employs a variety of terms).

The complainants appear to have been no more consistent; according to Dr. MacLeod, they changed their stand twice at the meeting of 5th May, 1968, accusing Professor Anderson first of discrimination against non-whites, then of discrimination against non-white West Indians, and finally of discrimination against black West Indians.

Given the absence from the hearing of the complainants, the lack of official documentation, and the interval between the events of April-May 1968 and their description to the Committee in January-May 1969, these questions of meaning are not easy to settle. It seems probable, however, that the charge referred primarily to Biology 431, since the complainants all knew this course from experience, and since their complaints without racial content -- the 'academic' complaints, as they were called by several witnesses -- all had this course in mind. Additional weight is lent to this supposition if one accepts the evidence of Dr. MacLeod that Zoology 431 had become much more difficult and much less of a course in descriptive physiology under the jurisdiction of Professor Anderson, and of Professor Anderson himself that its completion was a requirement for entry to Schools of Medicine and Dentistry. It is true that the complainants did not know their final grades in Zoology 431 at the time of the original complaint (at least

according to the evidence proffered by Dr. MacLeod and Professor Anderson); but they may have anticipated poor grades, and, in any case, some evidence was placed before the Committee suggesting that the origin of the complaints preceded the 1967-68 academic year. Dr. Campbell, for instance, informed the Committee that he had been told by a complainant that black students had been convinced for years that it was impossible for them to do well in Professor Anderson's courses.

Since the members of the original group of complaining students were all West Indians, and for the most part black, there is a strong likelihood that this charge was, at least in essence, an accusation that Professor Anderson had behaved in a manner prejudicial to the interests of West Indian students, and particularly of black West Indian students. Such an interpretation is consistent with the evidence of Dr. MacLeod that the April, 1968 complaints referred to non-white, non-Canadians.

The allegation was examined in the light of the above comments. Dr. Madras asserted that, when he had asked the Biology Department about the matter, he had been given a list of 'quite a few . . . black students' who had obtained final grades higher than C; but it was not altogether clear at this point in his evidence whether he was talking exclusively about Zoology 431. Later, in response to

specific questions, he said (a) that West Indian students had received grades higher than C in the years that Professor Anderson had taught the course, and, (b) that West Indian students had received grades higher than C in 1967-68. As might be expected, the answers given by Professor Anderson were more definite, and more to the point of the charge: he stated (a) that, in all the classes taught by him in 1965-66 and 1966-67, he awarded a final grade higher than C to 9 non-white students (out of approximately 43 non-white registrants); (b) that only one of these grades was awarded to a black West Indian student (out of a total of 14 such students); and, (c) that no black West Indian student was awarded a final grade higher than C in Zoology 431 in 1967-68 (a year in which according to Professor Anderson, the class was taken by 11 black West Indian students).<sup>4</sup> These totals are not complete, since no figures were provided for Biology 461 in 1967-68; they are, however, sufficient to form a basis for judgment.

An examination of the testimony offered at the hearing thus

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4. Professor Anderson may be in error here; the Committee identified only 9 as black West Indian students in Zoology 431 in 1967-68.

clearly shows that in fact over a period of three years no more than one black West Indian student obtained a grade higher than C. Although the difficulties of inquirers picking their way through a variety of categories -- non-white, black, West Indian, black West Indian, etc. -- may easily be appreciated, a scrutiny of the course records for Zoology 431 in 1967-68 confirms that no black West Indian student obtained a final grade higher than C; in fact, five of the six complainants obtained either a D or an F. Moreover, a statistical analysis of these records, carried out at the request of the Committee,<sup>5</sup> showed that black West Indian students as a group<sup>6</sup> performed significantly more poorly than the remainder of the class on six out of the eight examinations or assignments, not all of which were marked by Professor Anderson, but the sum of which established the final grade for the course. The evidence, then, is not only that black West Indians did badly in Zoology 431, but that they did badly in

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5. See Appendix 4 for a description of this analysis, which was carried out by a group of statisticians at McGill University.

6. The group (of ten students) isolated by the statisticians in fact included one West Indian of Chinese origin. But he was one of the only three students in the group who succeeded in obtaining a C grade, which, if anything, increases the force of statements made about black West Indian students as a consequence of the analysis.



comparison with other students.

This is of course capable of many possible interpretations, only one of which would be that Professor Anderson practised discrimination against black West Indian students. It leads naturally to the question: 'Given that the black West Indian students in Zoology 431 performed badly, did they perform worse than might be expected?' This question is extremely hard to answer, in the main because of the problem of choice of criteria. However, attempts were made to do so both in the McGill statistical analysis mentioned above and in a further analysis commissioned by the Committee<sup>7</sup> and carried out by Professor B.N. Mukherjee of York University. In the McGill study, expectation was defined according to the results of four examinations and assignments in Zoology 431 in 1967-68 not graded by Professor Anderson; (two of these were laboratory assignments, the third was the IBM examination of February 1968, and the fourth was the results of the final examination as set by Professor Anderson but re-graded, at the request of the Committee, by a professor of biology at another university).<sup>8</sup> When a study

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7. See Appendix 5.

8. See Appendix 6.

of Professor Anderson's grading was carried out using these sets of results as predictors, it became clear that, while there was considerable variation in performance among examinations, especially for the group of black West Indian students, no consistent tendency existed for this group to score below expectation on examinations marked by him. In the Mukherjee study, expectation was defined with the help of external criteria: the probability of each student in Zoology 431 in 1967-68 obtaining the grade he did obtain was calculated by reference to his performance in the other biology courses he had taken. The results of this investigation showed: (1) that the distribution of calculated probabilities for the seven black West Indian students who received D and F grades was not characteristically different from that for the other students who received D and F grades: (2) that the distribution of calculated probabilities for the two black West Indian students who received C grades was not significantly different from that for the other students who received C grades. In fact, while two of the black West Indian students who did poorly in the course might reasonably have been expected to do better on the basis of their performance in other biology courses, the same is true of a somewhat larger proportion -- five out of nine -- of the other

students receiving low grades.

These analyses demonstrate rather clearly that there is nothing distinctive within the population of markers studied about Professor Anderson's grading of black West Indian students as a group. And other evidence available to the Committee (the re-grading of his final examination in Zoology 431 in 1967-68 by a professor of biology at another university, and the earlier re-grading carried out by Professor Abbott during the inquiry of April-May, 1968) suggests that he tends to give higher marks than do some of his professional colleagues. Furthermore, these two re-gradings are consistent with one another, and in general with the statistical evidence already discussed; and a direct comparison between Professor Anderson's original grades and those of the external marker shows only slight differences, well below the level of significance.<sup>9</sup>

Three matters were discussed in passing during the hearing that seem in retrospect to have a bearing on this charge, and are therefore worthy of mention. According to Dr. MacLeod, Zoology 431 as taught by Professor Anderson specified three prerequisites, Introductory Zoology, Introductory Physics and Organic Chemistry;

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9. See Appendix 7.

however, Professor Anderson testified that when he checked the transcripts of the group of complainants in April 1968 he found that three or four of them did not possess all of these prerequisites. On the assumption that the prerequisites were not simply formal requirements, it would seem unreasonable for students without them to aspire to high grades in the course, the more particularly because of the hierarchical character of scientific information. But in the absence of comparative data on the tendency of black West Indian students, or of students in general, to bypass the regulations governing prerequisites for Biology courses, the relevance of the evidence offered on this point by Professor Anderson is hard to assess. Testimony on the second matter is equally scanty. Professor Anderson told the committee that some of the complaining students had done well in laboratory work in the 1967-68 Zoology 431 course, but had still obtained no better than a mediocre final grade.<sup>10</sup> The third matter was introduced into evidence by Professor Anderson's former Senior Demonstrator. He informed the Committee that Professor Anderson had asked him early in 1967 if he was aware of a rumour circulating among students, accusing Professor Anderson of making

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10. His course records were made available to the Committee, and this point is discussed in a later part of this section of the Report.

a discriminatory remark to a West Indian student. He also told the Committee that Messrs. Goodin, Mossop and Philip had mentioned this same rumour when making their first allegations against Professor Anderson in February, 1968. When he mentioned the matter later to the student concerned, he was told that Professor Anderson had said 'If you don't watch out, you will not get higher than a C on this course'. Although this student was not black, the alleged remark closely resembles one of the charges made by the complainants many months later.

2. That the same discriminatory trend was evident in the marking of laboratory reports.

The Committee heard little evidence bearing on this allegation, which is also best interpreted with special reference to black West Indian students enrolled in Zoology 431 in 1967-68. It will be remembered that Professor Anderson said that many of the complainants had received excellent grades for their laboratory work. His course records, as analysed by the group of statisticians at McGill University, do not bear him out. While it is true that black West Indian students, like the rest of the class, tended to receive higher marks for laboratory assignments than for examinations of the usual sort, the difference between the two is not consistent. For example, the mean score of the black West Indians on the examination



on which they performed best exceeded their mean score on three of the four laboratory markings; their mean score on their first laboratory test was very similar to their mean score on the final examination; and in general their marks for laboratory work showed the same pattern of poorer performance than other students, as did their marks in examinations.

The point deserves to be made that, since Professor Anderson did not mark laboratory reports himself, an accusation of racial discrimination would either have to implicate his demonstrators directly or to assert that he was somehow able to influence them to give unfair grades. The Committee saw nothing that would tend to suggest either possibility. Professor Anderson's former Senior Demonstrator, a man to whom the black West Indian students confided their grievances, claimed that he had not seen a single example of discriminatory behaviour in the laboratory. Indeed, according to his own evidence, he regarded their suspicion as completely unjustified even though his own relationship with Professor Anderson had cooled in the year 1967-68.

Both Dean Madras and Dr. MacLeod were willing to agree that there were deficiencies in the operation of the Biology laboratories in 1967-68, and that there might be grounds for student complaint of a general academic sort. They attributed these deficiencies to the problems of transfer to the new Hall Building, and to the

lack of training of demonstrators, and asserted that changes had been made following the inquiry of April-May 1968.

3. That the results of an IBM examination administered by Professor Anderson in February 1968 were altered in such a way as to discriminate against black students.

The circumstances leading up to this charge were described to the Committee in the following way. In February 1968 Professor Anderson set the students in Zoology 431 an objective examination consisting of 45 items. When the examination was marked it became apparent that the class as a whole had done badly. To compensate for the poor results Professor Anderson removed the usual penalty and added a correction factor of ten per cent to the mark of very student. Since the black West Indians as a group had obtained especially bad marks on this examination, they felt that the method of adjustment discriminated against them and in favour of white students.

The Committee heard no evidence of claims by the complainants that the examination itself was unfair to black West Indian students, or that the original marking was in any way discriminatory. These would in any case have been difficult to assert, since to design such an examination is a task of enormous difficulty, and the marking was

done by machine. The allegation, then, amounts to this: that Professor Anderson, having learned that black West Indian students had done very badly on the examination, saw to it that they profited as little as possible from any adjustment.

It must be said, however, that the 'face validity' of this charge is not high. The justification for the method of adjustment used by Professor Anderson is that the margin of superiority of the better students over the poorer students in a class may be expected to increase whenever one replaces a very difficult examination by an examination of ordinary difficulty, so that the addition of a constant to each mark in a case of this kind is an improper solution to the problem. This approach is perfectly in accord with measurement theory, and Professor Anderson cannot be criticized for employing it. Furthermore, it should be clear that students who have done poorly in an examination will not benefit greatly from any statistically legitimate transformation of marks unless it is decided to set the passing mark very much lower than usual.

4. That Professor Anderson inquired into the private affairs of one of the complainants, (Mr. Wendell Goodin).

Although this was not one of the original allegations, it was, according to the evidence presented by Dean Madras, 'one of the most indignant'. Professor Anderson was accused, at the meeting of May 5,

1968, of having asked the Accounts Office of the University for information about the unpaid balance of Mr. Goodin's fees. The Committee heard testimony about the way in which the allegation was answered at that meeting, and testimony, going to the merits of the allegation itself. Miss Boileau, a secretary in the Biology Department, and Professor Anderson himself, both testified on this point. The testimony was in accord. Miss Boileau stated that she received a telephone call from the Accounts Office early in 1968 in which she was asked to pass on a message to Professor Anderson requesting him to inform Mr. Goodin that the Accounts Office wished to see him. The reason for this indirect method of communication was apparently that the Office had been unable to get in touch by mail with Mr. Goodin, who had changed his address. Miss Boileau testified that she remembered messages of a similar sort for other students. Professor Anderson told the Committee that he received the message, and gave it to Mr. Goodin when he met him outside one of the Biology laboratories, in the form 'Mr. Goodin, the Accounts Office would like to see you at the earliest possible date'. (Dean Madras' reconstruction of the meeting of May 5, 1968, contained in his letter of Dec. 16, 1968 to Acting Principal D.B. Clarke, describes Professor Anderson as having informed Mr. Goodin in class.) There is nothing in these events to indicate that Professor Anderson inquired, improperly or otherwise, into Mr. Goodin's private affairs.

5. That Professor Anderson addressed white students by their first names, but always used the term 'Mr.' with black students.

So far as can be judged, it was not suggested by the complainants that Professor Anderson was on 'first-name' terms with all his white students; their specific assertion was that Professor Anderson commonly called certain white students by their first names, but addressed all black students formally. Dean Madras stated that 'this question hardly survived its being asked' at the meeting of May 5, 1968. However, Professor Anderson answered the charge at some length before the Committee. He agreed that he did address three white students informally in class, but pointed out that he knew them well in other settings, since two of them were officers of the Biology Club, and the third had been an employee of the Biology Department. He added that, if his memory served him properly, he had on occasion addressed black students, including some of the complainants, by their first names, even in academic situations.

Since faculty members vary considerably in their manner of address to students, the explanations offered by Professor Anderson do not seem unreasonable. Both Dr. MacLeod and Mr. Smith, a black student, testified that he tended to maintain a formal relationship with students. However, formality is not of itself evidence of discriminatory intent; and Mr. Smith asserted that he was treated in a friendly and informal manner by Professor Anderson in their meetings outside class.



- 6 That Professor Anderson wrote on an examination paper submitted by one of the complainants, Mr. Douglas Mossop, 'You have nowhere to go but up,' or words to that effect.

Professor Anderson did not deny that he had written such a comment on one of Mr. Mossop's examination papers, a paper for which Mr. Mossop had received the very low mark of 11 per cent. The Committee was told that, at the meeting of May 5, 1968, he had apologized for this remark. At the same meeting Mr. Brown apparently complained about a comment that Professor Anderson had written on one of his papers implying that he was not performing as well as he could; he insisted that this comment had affected his whole attitude towards the course.

In fact the Committee heard very little evidence on this point, which in any case must be regarded as a minor one since the complainants did not suggest that Professor Anderson made a habit of writing such remarks exclusively or especially on the examination papers of black West Indian students. Moreover, and despite Professor Anderson's apology, it is by no means clear that the remarks reported do not fall within the realm of legitimate professorial comment.

7. That a white student had been preferred over a black student in the distribution of laboratory equipment.
8. That during laboratory tours the work of white students was looked at in preference to that of black students.
9. That photographs were required (by the Department of Biology) when recommendations for admission to graduate school were being written.

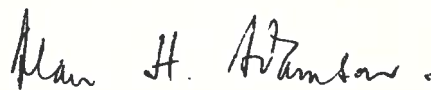
These allegations were not raised in a specially forceful manner by the complainants; they were apparently made in passing at the meeting of May 5, 1968. They do not appear to have been given any weight in the discussions of April-May 1968, nor do they specifically implicate Professor Anderson. That being so, they are mentioned simply in the interests of providing a complete analysis of the testimony.

10. That the failure of Professor Anderson to turn up to give a Class examination on the morning for which he had set it was specially injurious to black students.

This charge was made by Mr. Mossop, one of the complainants, at the meeting of May 5, 1968. He apparently meant that this dereliction of duty by Professor Anderson, although apparently affecting all students equally, in fact discriminated against students who were away from home and struggling with the difficulties of life in a strange country. It is hard not to sympathize with such a point of view; however, the Committee heard no evidence that Professor Anderson, who admitted that he had overslept on two occasions, failed to put in an appearance in class with the express intention of discriminating against black West Indian students, nor does such behaviour seem possible for any reasonably normal person. The charge is probably best interpreted, therefore, as an 'academic' complaint that in the

circumstances took on implications of racial discrimination.

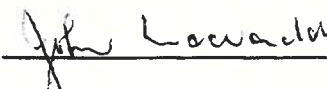
As has been indicated earlier, the complainants made several allegations against Professor Anderson which were described during the hearing, and which they were apparently willing to describe themselves, as criticisms of his academic competence. It must be emphasized that the Committee has no authority to investigate, or even to comment on, such charges, the passing of judgement on which is part of the ordinary responsibility of the administrative officers of the University.



Alan H. Adamson, Chairman



F.H. Knelman



John Macdonald



Michael Marsden



P.K. Menon

Section 5. Appendices

Appendix 1

Dean Madras's notes of the  
meetings of April 30 and May 5, 1969



### Case of Negro Students

#### Prejudices

1. No negro student gets above C despite their obtaining higher grades in quarterly midterm.
2. Failure rate, D, lab reports are all in same trend.

#### Organization of the Lab and Lectures

1. Unethical demonstrators who urge you to copy someone else's paper.
2. Inconsistency in the marking of labs.
3. Labs not well organized. The circuits did not work. The labs were not properly prepared and not tested. Electrical signals were not obtained.
4. Two junior demonstrators are completely incompetent. They cannot answer questions nor explain anything.
5. Lecturer is not qualified. Appeared in class with lectures unprepared. Answered questions so poorly as to be embarrassing. Was unable to work out buffer concentration problem. On examination, question was asked to define buffer, but the answer expected is presumably much more than a simple definition and yet no indication of precisely what that might be. Class morale suffered.
6. Examination is poorly constructed. Questions about complex concepts expected to be answered in 35 words or less. Midterm had questions for 55 marks on "organelle." Not legitimate in course

in animal physiology.

7. The midterm was written on December 18. Marks released to class on March 19. The second quarterly was written before marks for midterm released.
8. Text book is too short and too simple. Does not satisfy examination answering. None of the books recommended were very appropriate. No book was assigned for the second term.  
The first semester was on the Cell Membrane. Nervous system, etc. suffered.
9. Absenteeism - Slept in, alarm clock. No cancellation.  
15 lectures cancelled. 6 movies. Out of time, out of context with lecture development. Student contact very bad. No appointments.  
Breaks appointment.
10. The second quarterly (February) exam was 'fixed' in a prejudicial way. Student asked to see the master sheet and was evaded.
11. On first names basis with white Canadians, on Mr. basis with negroes.

See Bill Greenfield re its whom you know and whom you blow.

May 5. Proceedings in Note Form

May 5 -

Present John, Ballantyne, Brown, Mossop, Frederick, Philip, Goodin, Chow, Flynn, MacLeod, Anderson, Joan Richardson (Secretary), Marsden.

Open: To explor grievances of delegation of Tuesday, April 30.  
No special agenda. Any questions, any statements, no formalities.

K.F. "Sandra and Chuck" for white Canadians. Mr. for West Indians.

And. They worked with him. No special point.

K.F. Exam of February 68 IBM docking: general 10% advantages to white students.

M. IBM exams often turn out with poor absolute marks and need re-caldration. No sign that West Indian students protested their marks. Only the 10% increase.

Mossop. (on verge of tears, nervous) Resented deeply "you have only one way to go" written on his paper. 11/100. "What's his business to tell me this?" "I was sick all term."

M. such remarks improper. Never use them. Did A do this only to West Indians?

And. No, "I didn't think they would take this so badly; won't repeat." Did it to all students.

Allan Brown: On his paper "You are capable of understanding all the material in this course" yet I got only 61/100. Frustrated terribly.

Didn't care for the course even if he got higher mark at end.

And. repeated regrets.

A. add that he felt doubly sorry because he had a high regard for these students. B was consistently good student, "good thinker." Mossop more intermittent, but also capable if he applies himself. Sorry to have hurt them. As for the marks of 11 and 61, they were carefully checked by the class standards.

M. Incidents regrettable. Facetious remarks should be avoided. Difference of opinions about marks common and could not be ascribed to racism in the context as I see it. A. seems genuinely sorry.

K.F. raised question whether any West Indian student ever got more than a C.

A. was prepared for this one since it had been on my paper, and he cited cases to show affirm.

M. I reminded students of U. regulation about rereads of exams.

Goodin. had to be absent from an exam and A, asked him for an explanatory letter for officer.

A. said that he does ask students for such letters. When Goodin complied, A. set him another exam.

M. pointed out that this was U. policy to ask for letters. Expressed opinion that And. was considerate in setting a special exam. He could have entered Abs.

K.F. and R.J. then spoke about this exam further. 55% on "organelle." Relatively little on "systems" e.g. nervous system. What is expected about "Buffers?" poorly, even embarrassingly so, presented in class.

And. replied that he presented physiology from a cellular rather than pre-med. viewpoint. Did not agree about student complaint re chem. statement. Began to feel that there was real academic weakness.

K.F. continued to press on this view, he dated his lectures and therefore has a complete record of 17 unexplained absences, 3 absences due to illness, 7 due to the need to repair equipment? and 3 lecture periods were used to show films. If the absences were from scheduled tests. September 22, 25, October 2, 7, 20, 23, November 3 (slept in) 6 (exam), 22, 27, December 6, 15, January 10 (equipment), 22, 26, 27, illness February 7, 16, March 6, 8, 13, 18, 21.

Shocked at this, And. began to explain but no def. refutation achieved. Impression that Anderson had overextended himself. Expressed my concern. Pointed out need to report absences to Assistant V.P., Chairman, Dean, etc. and to notify class ahead of time.

Several speakers now raised points about the labs, text books, demonstrators.

Joan Richardson said to me it is obviously academic, not racial.

Simultaneously K.F. began to make a point about the lab and mentioned



the word discrimination. Allan Brown cut in to ask him to desist from the racial theme. M. Goodin's account and its explanation.

In summing up, Flynn and MacLeod stated the problems were academic. MacLeod asked the students whether it was their will that Anderson should be fired. They unanimously said no to this. More communication between them, Anderson, The Biology Department and other officers of the University. Dean of Students, Dean of Faculty.

In my summing up, mentioned that the complaints presented as if there were both racial and academic charges. This meeting showed that the racial charges could not be supported, but the academic ones were serious. Promised that meetings with MacLeod and Anderson will be held as soon as possible to plan for the fall, now that the term is over. Expressed hope that the results of these efforts to eradicate roots of complaints i.e. strengthening the teaching, labs. - would be apparent.

Appendix 2

Procedure for dealing with complaints  
against Faculty Members

PROCEDURE FOR DEALING WITH COMPLAINTS  
AGAINST FACULTY MEMBERS

Administration - S.G.W.A.U.T. Joint Committee

PROPOSAL

Amended and Approved by S.G.W.A.U.T. Council  
for Transmission to Vice-Principal (Academic)  
with Recommendation for Forwarding to  
University Council for Implementation

December 4, 1968.

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This proposal is based upon two main premises:

- 1) The academic deans are responsible for maintaining the quality and standards of the members of their faculty.
- 2) The deans should not be both prosecutor and 'judge' in dealing with faculty members charged with unsatisfactory performance.

The following procedure is suggested in dealing with a complaint about a faculty member.

- 1) The first eight stages of this procedure shall be treated in a confidential manner, if possible.
- 2) A complaint may originate with anyone including the dean of the appropriate faculty if he believes he needs to act to maintain standards.
- 3) The complaint should be available in writing to the appropriate dean, and should under no circumstances be duplicated or circulated, except to the accused.
- 4) The dean should investigate the complaint and exercise judgment as to the seriousness of the complaint; and decide either to drop the matter, or to deal with it informally from his office, or to invoke the full scale process. The dean may first attempt to deal with the complaint informally and invoke the full scale process later if he then deems it necessary. (If the full scale process is chosen the accused may elect a full hearing, or he may stop the procedure at any time by voluntarily resigning.)
- 5) If procedure is required, the dean should inform the subject of the complaint that he is intending an investigation, and the appointment of an "investigating committee".
- 6) The dean also informs the Vice-Principal (Academic) when he decides an investigation is needed. The Vice-Principal may then choose to follow the suspension procedure outlined in tenure policy.

- 7) The dean appoints three members of the Faculty to solicit and consider written submissions only regarding the complaint. This "investigating committee" will consider the validity of the dean's judgment in terms of the validity of the complaint. They will recommend to the dean whether or not a formal charge should go forward to a full hearing. It should be clear that the purpose of this inquiry is not to judge the guilt of the accused but only to review the dean's decision.
- 8) The "investigating committee" reports as to whether or not the dean's decision is valid. If not, the matter is dropped, the record destroyed, in the presence of the person against whom the complaint has been lodged, and the Vice-Principal so informed.
- 9) If a hearing seems justified, the dean asks Faculty Council to appoint a "hearing committee" of three faculty with tenure. The defendant is invited to be present and heard during the selection of the hearing committee. The dean and the faculty member may choose to present their own cases, or they may name a representative to present their cases, from any source of their choice. Only the three members of the hearing committee may vote upon any final recommendation.
- 10) All hearings and deliberations shall be open unless the accused requests that they be held in camera.
- 11) There shall be a complete transcript of the entire proceedings of the committee kept at the expense of the University.
- 12) The defendant is to be allowed to be present during every part of the proceedings and to have free and rapid access to transcripts.

- 13) All proceedings shall follow a 'Rules of Evidence' which is available to all parties before the event. The 'Rules of Evidence' should be based on legal practice.
- 14) The findings and recommendation of the hearing committee are made to the dean for his action.
- 15) The dean forwards his final recommendation, based upon the committee's report, for implementation by the Vice-Principal (Academic).\*
- 16) The defendant may appeal any such decision to the Principal who will thereupon create a review committee as follows: one nominee from S.G.W.A.J.T., one nominee from the Vice-Principal (Academic), and one nominee agreeable to both. The University ombudsman (if one exists) will be present at all proceedings of review committee.
- 17) The review committee shall proceed as it sees fit.
- 18) The decision of this review committee shall be accepted for implementation by the University.\*

\* If the decision is for termination of a continuous appointment or for dismissal of a faculty member prior to the expiration of a fixed term appointment, tenure procedures must be invoked. Nothing in the procedures shall be interpreted as prejudicing the rights of the accused under applicable tenure procedures.



Appendix 3

Hearing Rules and Procedures



## SIR GEORGE WILLIAMS UNIVERSITY

MONTREAL 25, CANADA

*NUMBER NOT 261127*  
*OPENING STATEMENT BY*  
*PROF ADAMSON*

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There has been a complaint brought against Professor Perry Anderson, of the Faculty of Science, by a group of students. In order to ensure full justice to all parties concerned, the University has chosen to use the mechanism of a hearing committee to inquire into the matter, as it is entitled to do. The committee, established under the authority of the Acting Principal, has the following membership: Professor Adamson (Chairman); Professors Knelman, Macdonald, Marsden, Menon. The complaining students and Professor Anderson have been invited to present evidence at today's hearing, which is open to all members of the university community.

It should be emphasized that this is a hearing, and not a meeting. To make certain that the interests of both parties to the hearing are fully protected, certain general rules of procedure have to be followed.

### GENERAL RULES

1. The right to speak is restricted to the members of the committee, committee counsel, and the parties to the hearing or their counsel;
2. Any person who wishes to give evidence must first notify the Clerk of the Hearing, who may be approached either before the hearing begins or during recesses;
3. The jurisdiction of the committee is confined by its terms of reference to the hearing of evidence and argument and the reporting of its findings and recommendations to the Vice-Principal (Academic).

### PROCEDURES AND RULES OF EVIDENCE

1. Anyone against whom evidence is given will be allowed to be present and to reply to such evidence.
2. Every witness must swear or solemnly affirm that he will tell the truth, the whole truth and nothing but the truth.
3. Every witness will be a witness of the committee, and after having been questioned by the committee or its counsel, he may be cross-examined by all the parties to the hearing or their counsel.
4. Both examination and cross-examination of witnesses will extend to all matters relevant to the inquiry.

5. Should a witness manifest hostility to whoever may be questioning him, he may be cross-examined by that person.
6. Witnesses may testify only as to facts of which they have first-hand knowledge. Hearsay evidence will not be admitted. Nevertheless, the chairman may at his discretion admit evidence which has elements of hearsay, such evidence to be weighed accordingly.
7. Witnesses will not be permitted to testify as to their opinions, as opposed to facts. Nevertheless, expert witnesses may be called to testify and give their opinions, within the realm of their expertise.
8. The testimony and presentation at this hearing will be recorded and transcribed by a stenographer.
9. If any part of this hearing will have to be held in camera, all parties will be allowed to be present.
10. All rulings will be made by the chairman, (and such rulings will be final). He will have a general discretion to make whatever decisions he and his committee deem conducive to a fair inquiry. He will use these rules as guidelines.

A. Adamson,  
Chairman, Hearing Committee.

Appendix 4

McGill Analysis of Grades  
in Biology 431

## REPORT OF STATISTICAL ANALYSIS OF GRADES IN BIOLOGY 431

The analysis was carried out in two stages. The first stage was designed to answer the question: "Did Negro students do more poorly on the various grades assigned them in this course than did the remainder?" The statistical method used to examine this question was one-way analysis of variance for each of the available grades. Since there are only two treatment groups, Negro and non-Negro, this analysis is exactly equivalent to a two-tailed t-test. The various grades and the results for the two groups are listed in Table I.

This analysis is not sufficient, however, to establish that black students did worse on a particular exam than would be expected on the basis of other performances which are independent in some sense from this one. It is necessary to use an independent grade as a means of predicting how poorly the Negro students would likely do in order to examine the question: "Did the Negro students do even more poorly than would be expected on the basis of an independent exam?" With this question in mind, an analysis of covariance was carried out in which grades on the quarter-term exam, the half term exam, and the final exam (all marked by Professor Anderson) were examined with the independent measures of performance being the IBM-scored three-quarter exam, the mid term lab average, the independently scored final exam, and the average of the first three lab grades. The results of this analysis are presented in Table II.

The results of Table I suggest that the Negro students did more

poorly than other students on all but two exam. They did more poorly on two out of the three exams scored by Professor Anderson and on six of the seven grades not produced by him.

The results of Table II suggest that if the IBM scored exam is used as the independent predictor of performance, then the Negro students did worse than would be expected only on the quarter term exam. These students also performed more poorly on this exam than would be expected from the other three independent predictors. On the mid term, no predictors suggest that the Negro students did worse than expected. On the final, the two lab marks as predictors do suggest a worse-than-expected performance, but the IBM exam and the remarking of the final do not.

It appears that the performance of the Negro students on the first quarter term exam is definitely below their later performance and that their performance on the mid term is no worse than that of the other students. Whether or not it is concluded that their final exam performance is worse than would be expected depends on which predictor of their performance is considered more valid.

#### Possible Further Analyses

Further analyses might be considered, although we doubt that they would add substantially to the present analyses. The principal restriction of the analysis as it stands is that it makes use of information only from within Biology 431. It might be claimed that all grades within this course



and not merely those given by Professor Anderson, are affected by racial discrimination, and that we should therefore seek bases of comparison from other courses. The difficulty is that each student will generally have registered in different courses, some easy, some difficult, and with varying degrees of relevance to performance in Biology. Any resulting statistical analysis would be weak at best, and possibly misleading.

An alternative approach would be to examine several other courses separately, including selected courses not taught by Professor Anderson. This could throw light on the general problem of ethnic differences in various courses, and could give some indication as to whether such differences are more marked in Professor Anderson's courses than in other comparable courses. The difficulty here is that each course will have different students in it, so that comparison between courses could again be misleading.

To be strictly comparable to the analysis reported here, analyses of other courses should also be based on actual marks rather than on letter grades. Analysis of letter grades would be comparatively weak, and tend relatively to favour the null hypothesis that there is no difference between selected groups. It would also be important to have

some reliable means of selecting groups (e.g., Negro vs. non-Negro; West Indian vs. others; etc.) for comparison.

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M.C. Corballis

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G.A. Ferguson

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W.E. Lambert

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J.O. Ramsay

Department of Psychology  
McGill University

TABLE I

## The Analysis of Variance Results for Various Grades

Grade	Mean for Black Students	Mean for White Students	F-Ratio
1. First Lab exam	48.2	69.2	15.08**
2. Quarter term lab report	60.0	71.8	4.64*
3. First term lab report	67.0	68.8	0.07
4. Quarter term exam	31.3	56.4	18.25**
5. Mid term exam	60.2	62.3	0.13
6. Three Quarter term IBM exam	55.0	63.2	6.01*
7. Mid term lab average	58.0	72.8	11.89**
8. Final exam	48.0	61.4	7.83**
9. Remarking of final exam	45.7	58.2	7.21**
10. Average of Grades 1, 2, and 3	58.4	70.0	6.75*

\* Significant at the .05 level

\*\* Significant at the .01 level

TABLE II

The Analysis of Covariance F-Ratio for Three Exams

Exams Scored by Professor Anderson	Independent Measures of Performance			
	Three-quarter term IBM exam	Mid term lab average	Remarking of final exam	Average of first three lab grades
1. Quarter term exam	10.74**	9.09**	9.98**	9.93**
2. Mid term exam	0.40	0.18 <sup>†</sup>	0.46	0.83
3. Final exam	3.10	4.42*	0.73	4.22**

\* Significant at the .05 level

\*\* Significant at the .01 level

† Regression equations were significantly heterogeneous

Appendix 5

Mukherjee Analysis

May 2, 1969

Professor Alan H. Adamson  
Department of History  
Sir George Williams University  
1435 Drummond Street  
Montreal 25, P.Q.

Dear Professor Adamson :

Please find enclosed one copy of my report on the analyses of statistical data which you sent. Kindly note that I am not sending the papers connected with the new projects which I suggested to Dr. F. Knelman. Hope you would find the report in order. In accordance with the terms of my contract with you, I have deliberately veered away from giving any interpretation of the various analyses reported in the enclosed material. I have, however, discussed certain aspects of statistical inference concerning the results with Dr. Knelman. Trust, it would be possible for him to write out the inferential part of the report without any difficulty.

Kindly also note that I have so far spent nearly 45 hours in connection with your data analyses and I would very much appreciate your remitting a cheque in my favour to pay the honorarium agreed upon. Look forward to hearing from you soon. If I could be of any further assistance to you, please feel free to write to me. Thank you very much for giving me the opportunity to analyse your data.

Sincerely yours,



Bishwa Nath Mukherjee



A BINOMIAL MODEL FOR PREDICTING THE  
PROBABILITY OF A THEORETICALLY  
EXPECTED GRADE

This short note is concerned with the formulation of a model which can be used for determining the probability of receiving a particular letter grade by an observed student in a specific course. It is taken for granted that a record of letter grades for the same student in comparable courses representing the same discipline (subject matter) is available from which his typical (modal) grade in that discipline can be readily determined. Under certain assumptions, it is possible to use the well-known binomial probability model for predicting the probability that a given student will receive a particular grade.

ASSUMPTIONS

- (1) For every candidate the grade in any  $j$ th course in Subject X is based upon fixed number of examinations, say  $n$  and in all cases it is equal to 4, i.e. let  $n = 4$ .
- (2) The result of any  $i$ th candidate on each of the four examinations given in a course representing Subject matter (discipline) X can be classified into one of the two categories, success and failure.
- (3) The final grades in any  $j$ th course are based on the cumulative point system as shown below:

Letter Grade	F	D	C	B	A
Point Equivalent	0	1	2	3	4

- (4) The grade of  $i$ th individual in any  $j$ th course in Subject X is equivalent to the total number of times he has passed in that course out of four times. Thus, if the  $i$ th candidate passed all the four times in the  $j$ th course, he gets 4 points or an A in that course. If three times out of four, he secures B for that course and so on.
- (5) The probability of passing any of the courses in Subject X by the  $i$ th individual, i.e.  $p_{ix}$ , remains the same for each of the examinations irrespective of who examines him.
- (6) The result of each examination is independent of all the others.
- (7) With two exceptions, the probability,  $p_{ix}$ , can be estimated by the formula:

$$p_{ix} = \frac{\text{Points equivalent to the Modal (typical) Grade received by } i\text{th individual}}{4}$$

$$= \bar{X}_i / 4 \quad \text{when } \bar{X}_i \text{ is the mode of the frequency distribution of grade points received by } i\text{th individual in Subject X during the last three years.}$$

However, if the Modal Grade is F, then arbitrarily

$$p_{ix} = .10$$

Similarly, if the Modal Grade is A, then

$$p_{ix} = .95$$

Modal Grade & Probability of Passing any Course in X Discipline

Modal Grade	Probability of Passing ( $p_{ix}$ )
A	.95
B	.75
C	.50
D	.25
F	.10

These assumptions appear to be justified when the difficulty levels of the various courses representing a subject matter area are so adjusted that the probability of a student's passing such an ordered set of courses remains the same and each course is taught by a different instructor. However, unless the instructor is very objective in his evaluation, it is doubtful to what extent the independence condition (Assumption #6) is satisfied for the four examinations that he sets and evaluates for the observed student  $i$ . It is plausible that if the examiner is objective and if each examination is based on a content the knowledge of which does not influence the student's answers to any other examinations given by the same instructor, there is some justification in assuming the independence condition.

Regarding the third assumption, it may appear at first instance that a percentage transformation of the letter grades would be less questionable than the point equivalents. Although transformation of the letter grades into percentages will be to some extent more informative but it will not anyway render an equal-unit scale (interval scale) since the difference between 95 percent and 90 percent is not the same as the difference between 55 percent and 50 percent. Moreover, the recorded grades in most academic institutions are in the letter grade form and for the purpose of averaging, the point equivalent system as mentioned under Assumption #3 is frequently used.

### The Model

Granting that the assumptions stated above are satisfied, it is readily possible to determine, for example, the probability of a student's securing exactly three fails out of four times (or a letter grade D) in a particular course given his probability of success in that subject matter ( $p_{ix}$ ). One way to achieve this specific result is SFFF where S and F denote success and failure. That is, the student  $i$  could be successful only on the first time and fail all the subsequent three examinations in that course. The probability that this happens is

$$(p_{ix}) (1 - p_{ix})^3 = p_{ix} q_{ix}^3$$

a result obtained by using the multiplication theorem for independence events (Assumption #6) and the fact that  $p_{ix}$ , the probability of individual  $i$ 's passing comparable courses in  $X$  discipline remains constant. Obviously there are lots of other orders of success and failures which will lead to exactly one success and three failures, for example, FSFF. The probability of obtaining each of these orders is  $p_{ix} q_{ix}^3$ . Further the orders are mutually exclusive, since the occurrence of one specified order excludes the occurrence of any other order. Then by addition theorem of probability, the probability of one success in four trials ( $n = 4$ ) is a multiple of ( $p_{ix} q_{ix}^3$ ), the multiplier being the number of ways four things taken four at a time can be permuted if 3 are alike and 1 is different. From the permutation formula, the number is given by

$$\frac{4!}{3! 1!} = \binom{4}{3} = 4$$

Consequently, the probability of only one success out of four times will be

$$\text{Pr (one success in 4 trials)} = {}^4_1 (p_{ix}) (q_{ix}^3) = 4 p_{ix} q_{ix}^3$$

From the above discussion a straightforward generalization is possible which will yield a formula for the probability of  $r$  successes in  $n$  trials. One way to achieve these successes is

$$\underbrace{S \dots S}_{r \text{ times}} \quad \underbrace{F \dots F}_{n-r \text{ times}}$$

that is, be successful  $r$  times, then fail  $n - r$  times. By the multiplication theorem, the probability that this happens is

$$\underbrace{p_{ix} p_{ix} \dots p_{ix}}_{r \text{ times}} \quad \underbrace{q_{ix} q_{ix} \dots q_{ix}}_{n-r \text{ times}}$$

where  $q_{ix} = 1 - p_{ix}$ . There are lots of other orders which yield  $r$  successes and  $n - r$  failures, all mutually exclusive, the probability associated with each being  $p_{ix}^r q_{ix}^{n-r}$ . Hence, by the addition theorem, the probability we wish to determine is the total number of orders multiplied by  $p_{ix}^r q_{ix}^{n-r}$ . Since this number is the number of permutations of  $n$  things taken  $n$  at a time when  $r$  are alike and  $n - r$  are alike, which is

$$\frac{n!}{r! (n-r)!} = \binom{n}{r}$$

we obtain the following formula for determining the probability of  $i$ th student's showing  $r$  successes in four trials (or the equivalent letter grade) in a particular  $j$ th course in the  $X$  discipline:

$$\begin{aligned} \text{Prob } (X_{ij} = r) &= \binom{n}{r} p_{ix} q_{ix}^{n-r} \\ &= \binom{4}{r} p_{ix} q_{ix}^{n-r} \end{aligned}$$

where

$X_{ij}$  = Individual  $i$ 's point equivalent to his letter grade received in the  $j$ th course belonging to  $X$  discipline.

$n$  = Total number of theoretical examinations in  $j$ th course, here equal to 4.

$r$  = A non-negative integer number, i.e.,  $0 < r < n$ .

$p_{ix}$  = Probability of passing any comparable course falling in the area of  $X$  discipline by the  $i$ th candidate.

$$q_{ix} = 1 - p_{ix}.$$

Thus, given  $p_{ix}$  and the value of  $r$ , it is possible to determine the probability of  $i$ th students receiving a grade point equivalent to  $r$  by the above binomial formula.

#### NUMERICAL EXAMPLE

For the purpose of illustration, the grade distribution of a particular student (#330 in Zool. 431, 1967-68) in Biology Courses shown below may be used:

Table showing

Distribution of Grades in Biology Courses for Student # 330

Year Offered	Course No.	Letter Grade
1965-66	Biol. 222.1	A
1965-66	Biol. 222.2	B
1966-67	Biol. 422	D
1967-68	Zool. 421	C
1967-68	Zool. 451	C
1967-68	Zool. 431	F



From the table shown in the preceding page, it is readily found that the modal grade of Student # 330 in undergraduate Biological Science Courses is C. Therefore, the probability of his passing any undergraduate Biology course is .50 according to assumption # 7 (Page 2).

Using the binomial expansion formula, it is thus possible to determine the probability of Student # 330's obtaining a grade equivalent to zero, i.e., an F, when the probability of his passing any undergraduate Biology course is .50. The desired probability is

$$\begin{aligned}
 \Pr ( X_{ij} = 0 ) &= \binom{4}{0} (.50)^0 (.50)^4 \\
 &= 1 \times (.50)^4 \\
 &= \left(\frac{1}{2}\right)^4 \\
 &= .067
 \end{aligned}$$

Thus, under the chance model proposed here, Student # 330 has a low probability of securing an F in any of his undergraduate Biology courses.

AN APPLICATION OF THE BINOMIAL MODEL FOR DETERMINING THE  
PROBABILITY OF A FAILING GRADE  
( Model II )

Suppose by a series of examinations it has been known that the probability of an  $i$ th student's failing in any undergraduate Biological Science courses is say  $q_{ix}$  and therefore the probability of his passing these courses is  $(1 - q_{ix}) = p_{ix}$ . Suppose further that each undergraduate course in Biology operates on Pass/Fail basis, i.e., only dichotomous letter grades are obtainable in these courses. Assuming that the grade given to  $i$ th student in one of these courses is independent of the grades he received in any of the remaining Biology courses, the probability that out of  $n$  courses, at least in  $k$ , he is found to fail will be given by the formula

$$\binom{n}{k} p_{ix}^{n-k} q_{ix}^k$$

where

$n$  = Total number of courses in Undergraduate Biological Science

$k$  = A non-negative integer, i.e.  $0 \leq k \leq n$ .

$p_{ix}$  = Probability of  $i$ th student's passing any of the undergraduate courses in Biological Science.

$$q_{ix} = 1 - p_{ix}.$$

The above probability model is discussed in Parzen (1960) with various applications (See page 103).

#### REFERENCE

Parzen, E. Modern Probability Theory and Its Applications. New York : Wiley, 1960.

Table showing  
Evaluation of Probability in Selected Cases  
 from the List of Students enrolled in Zool. 431 (1967-68)

Student No.	Grade in Zool. 431 (1967-68)	Distribution of Grades in Other Biology Courses					Total No. of Biology Courses = n	Probability of Obtaining that Grade in Zool. 431	
		A	B	C	D	F		Model I**	Model II
307	D		1				2	Not Estimable	
330	F	1	1	<u>2</u> *	1		6	.06	.09
387	D	0	3	<u>3</u>			7	.25	-
349	D		2	<u>3</u>	1		7	.25	-
399	D		2	2	<u>3</u>	2	10	.40	-
380	D		1	2	<u>3</u>	1	8	.40	-
303a	D		<u>3</u>		2		6	.05	-
340	F				2	<u>3</u>	6	.66	.10
317	F		2	1	1	1	6	.005	.04
301	F			<u>3</u>			4	.06	.09
378	D		1	2	<u>2</u>	1	7	.40	-
390	D		2	<u>3</u>	1		7	.25	-
335	D		1	2	1		5	.25	-
307	D		<u>2</u>	1			4	.05	-
342	D	1	1	1	1		5	.1252	-
374	F	0	1	2			4	.06	.09

\* The letter grade appearing in the column in which a particular frequency is underlined should be taken as the typical (modal) grade of the student for whom the frequency is shown.

\*\* Binomial Model.

Table showing

Evaluation of Probability in Selected Cases  
from the List of Students Enrolled in Zool. 431 (1966-67)

Student No.	Grade in Zool. 431 (1966-67)	Distribution of Grades in Other Biology Courses					Total No. of Biology Courses = n	Probability of Obtaining that Grade in Zool. 431	
		A	B	C	D	F		Model I**	Model II
193	D			1			2	Not estimable	
130	D		1		<u>2</u> *		4	.43	-
129	F			2	<u>2</u>		5	.32	-
144	D			3	<u>3</u>		7	.43	-
135	F			1	<u>1</u>		3	.32	.42
176	F			1	<u>2</u>		4	.32	.42
139	D			2	<u>2</u>	1	6	.43	-
156	D	1		<u>3</u>	<u>1</u>		6	.25	-
197	F				<u>1</u>		2	Not estimable	

\* The letter grade appearing in the column in which a particular frequency is Underlined should be taken as the typical (modal) grade of the student for whom the frequency is shown.

\*\* Binomial Model.

DEGREE OF AGREEMENT IN THE INDEPENDENT EVALUATION OF A SAMPLE  
OF STUDENTS BY THREE BIOLOGY INSTRUCTORS

105

For the purpose of determining the extent of agreement between three instructors teaching different biology courses during 1967-68, the letter-grade data for the students enrolled in Zool. 431 (1967-68) were used. On the basis of these data, the following bivariate tables were prepared.

Table 1

Frequencies of Agreement Between Two Teachers of Biology  
with respect to the Grades Received in their  
individual courses by 19 Students.

Letter Grade	Instructor in Zool. 431					Marginal Frequency
	F	D	C	B	A	
A					1	1
B		2	2	1		5
C	2	2	4			8
D	1	1	1			3
F & I	1	1				2
Marginal Freq.	4	6	7	1	1	19

Table 2

Frequencies of Agreement Between Instructor in Zool. 431  
and Instructor in Biol. 451

Letter Grade	Instructor in Zool. 431					Marginal Freq.
	F	D	C	B	A	
A					1	1
B		2	1	1		4
C	2		1		1	4
D		3	3			6
F	1					1
Marginal Freq.	3	5	5	1	2	16

Table 3  
Frequencies of Agreement Between Instructor in  
Biol. 451 and Instructor in Biol. 422.

Letter Grade	Instructor in Biol. 451					Marginal Frequencies
	F	D	C	B	A	
A			1			1
B				3		3
C		3	1			4
D		1	1	1		3
F & I	1					1

Since in all the above three tables, the expected cell frequencies are small, it was decided to compute the phi coefficients rather than the contingency coefficients. For this purpose, the 5 x 5 tables shown above were collapsed to form 2x 2 contingency table after combining the frequencies in A,B, and C into one category (say Pass) and combining the frequencies for Letter Grades D and F to form another category (say Fail). The 2 x 2 tables corresponding to Table 1, Table 2 and Table 3 are shown below :

	Zool. 431			Zool. 431			Biol. 451		
Pass	Fail	Pass	Total	Fail	Pass	Total	Fail	Pass	Total
Pass	6	8	14	4	5	9	3	5	8
Fail	4	1	5	4	3	7	2	2	4
Total	10	9	19	8	8	16	5	7	12

From the above 2 x 2 tables, a phi coefficient was computed for each following the formula given in Ferguson (1966,p.236). The coefficients are as Below :

Between Instructor in Zool. 431 & Instructor in Biol. 422 = .32  
Between Instructor in Zool. 431 & Instructor in Biol. 451 = .13  
Between Instructor in Biol. 451 & Instructor in Biol. 422 = .12

The statistical significance of each of the above phi coefficients was determined by squaring each and multiplying by the corresponding sample size and then referring the resulting value to a chi-square table with 1 degree of freedom. All the coefficients turned out to be statistically non-significant, i.e. these are not significantly different from zero. Thus, the data showed a lack of agreement among instructors.



## DISTRIBUTION OF GRADES IN ZOOL. 431 OVER THREE YEARS

In order to test the statistical (null) hypothesis that the distribution of grades in Zool. 431 has essentially remained the same during the academic years beginning 1965 through 1967, the median test was used applied to the following data.

Table 1

Letter Grade	Number of Students receiving the Grade during			Total
	1965-66	1966-67	1967-68	
A	2	2	6	10
B	11	15	9	35
C	15	17	17	49
D	3	5	13	21
E	1	7	6	14
Total Enrolled	32	46	51	129

When each of the letter grades was compared to the median letter grade based on the combined data (  $N=129$  ), the following results emerged :

Table Showing

Frequency of Cases Above the Median and Below  
the Median for the three Groups

	Year			Total
	1965-66	1966-67	1967-68	
Above Median	19	25	21	65
Below Median	13	21	30	64

From the above 2 x 3 Contingency table, the chi-square statistic was computed. The computed value was found to be 2.84. For 2 degrees of freedom, this obtained value of chi-square does not exceed the critical value of chi-square for the .05 level, and so it is inferred that the distribution of grades over three years does not indicate any significant change.

*B. H. H. H. H. H.*

May 16, 1969

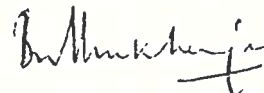
Professor Alan H. Adamson  
Department of History  
Sir George Williams University  
1435 Drummond Street  
Montreal 25, PQ.

Dear Professor Adamson :

At the request of Dr. Fred Knelman, I am hereby sending a complete list of the various statistical analyses that were performed. Please also find a table of probabilities evaluated for each of the 51 students enrolled in Zool. 431 (1967-68) class. The list now included Student # 325 which was left out in the previous table that I mailed on May 2, 1969. Kindly also note one computational error in respect of Student # 342 (1967-68). The correct probability should be .22 and not .1252 as reported earlier.

Hope the new material which I am sending hereby will make the report complete and acceptable. Look forward to hearing from you soon.

Sincerely yours,



Bishwa Nath Mukherjee

## ENROLLED IN ZOOLOGY 431

The data were subjected to the following types of analyses :

1. Calculation of Phi coefficients to determine the degree of agreement among three Biology instructors with regard to the course grades given independently by each to a selected sample of students enrolled in Zool. 431 (1967-68). The analysis was based on limited number of cases (minimum 12 and maximum 19 from a class of 51 students) since a small proportion of the students had taken exactly the same two Biology courses.
2. Analysis of the distribution of grades in Zool. 431 over three years in order to test the statistical hypothesis that the distribution remained essentially the same during the academic years 1965-67.
3. Evaluation of probability that a given student enrolled in Zool. 431 (1967-68) will receive a particular grade by chance. For this purpose, a mathematical model ( Model I ) was specifically derived and the probability of receiving under this chance model a grade equal to what has actually been secured in Zool. 431 was evaluated for each of the 51 students enrolled. The evaluation of probability under an alternative chance model (Model II) was also made for those students who secured a failing grade in Zool. 431.
4. The same as above for those students enrolled in Zool. 431 (1966-67) who either received a D grade or an F grade in Zool. 431.

Evaluation of Probability that a Given Student will receive a Particular Grade  
Under the Chance Hypothesis (Model I) as has actually been obtained  
by him in Zoology 431 (1967-68).

Student No.	Grade in Zool. 431 (1967-68)	Distribution of Grade in other Biology Courses					Total No. of Courses obtaining in Biology that Grade in Zool. 431	Prob. of obtaining that Grade
		A	B	C	D	F		
392	A	1	<u>2</u> *	1			6	.32
340	F				2	<u>2</u>	6	.66
386	C	1	<u>2</u>	1			5	.37
302	C			1			2	Not Estim. able.
371	C		2	<u>2</u>		1	6	.37
317	F		<u>2</u>	1	1	1	6	.004
364	C				<u>2</u>	2	5	.22
399	B		<u>2</u>				3	.44
322	C		2	<u>2</u>		1	6	.37
308	B		1	<u>1</u>	1		4	.25
325	D	<u>2</u>		1			4	.05
388	C		1		<u>2</u>	1	5	.44
379	D						1	Not Estim.
301	F			<u>2</u>			4	.06
378	D		1	2	<u>2</u>	1	7	.44
390	D		2	<u>2</u>	1		7	.25
385	B	1	2	<u>2</u>			7	.25
381	C	2	1	<u>2</u>			7	.37
321	B						1	Not Estim.
397	C		<u>2</u>				4	.44
300	C	1	1	<u>2</u>	2		8	.37
307	D		1				2	Not Estim.
330	F	1	1	<u>2</u>	1		6	.06
333	C			<u>2</u>	1		4	.37

Evaluation of Probability under Model I (Contd.)

Student No.	Grade in Zool. 431 (1967-68)	Distribution of Grade in other Biology Courses					Total No. of Biology Courses	Prob. o f obtain ing that Gr
		A	B	C	D	F		
350	C	1		1	<u>2</u>		5	.22
388	B	1	<u>2</u>	2			6	.44
354	C		1	<u>2</u>		1	5	.37
375	B		<u>2</u>				3	.44
390	C		<u>2</u>	1	1		5	.22
345	C		<u>4</u>	1			6	.22
314	A		2	<u>2</u>			6	.06
387	D		3	<u>2</u>			7	.25
349	D		2	<u>2</u>	1		7	.25
399	D		2	2	<u>2</u>	2	10	.44 <del>.25</del>
348	C			<u>2</u>			3	.37
380	D			2	<u>2</u>	1	7	.44
325	A		1				<u>4</u> 2	Not Esti
397	A	<u>2</u>	1				4	.82
303 a	D		<u>2</u>		2		6	.06
303	B		1	1			3	Not Esti
335	D		1	<u>2</u>	1		5	.22
307	D		<u>2</u>	1			4	.06
311	A	<u>2</u>	2				5	.82
366	C		1	<u>2</u>	1		5	.37
391	B		1	1			3	Not Esti
377	B			<u>2</u>	1		5	.22
342	D	1	1	<u>1</u>	1		5	.22
304	B			<u>2</u>			3	.22
365	C			<u>2</u>	1		5	.37
355	D				<u>1</u>		2	Not Esti
374	F		1	<u>2</u>			4	.06

\*The letter grade appearing in the column in which a particular frequency is underlined should be taken as the typical grade of the student.

Appendix 6

Regrading of Zoology 431



DEPARTMENT OF ZOOLOGY

THE UNIVERSITY OF ALBERTA  
EDMONTON 7, CANADA

May 27, 1969.

Dr. Alan H. Adamson,  
Associate Professor,  
Department of History,  
Sir George Williams University,  
Montreal 107, Canada.

Dear Dr. Adamson:

Please find enclosed my report on the remarking  
of the final examination papers in Zoology 431.0.

Yours truly,

J. Hayward,  
Associate Professor,  
Department of Zoology.

JH:io  
Encl.

REPORT OF THE EXTERNAL EXAMINER ON THE  
ZOOLOGY 431.0 FINAL EXAMINATIONS

submitted by

Dr. J. S. Hayward,  
Associate Professor,  
Department of Zoology,  
University of Alberta.

In response to a request from Sir George Williams University, Dr. D. M. Ross (Dean of the Faculty of Science at the University of Alberta) asked me whether I would be willing to act as an external examiner for the remarking of the final examinations for the course in Vertebrate Physiology at Sir George Williams University. With the consent of the head of my department, Dr. J. R. Nursall, I agreed.

In due course, 51 examination booklets were delivered to me via Dean Ross. Accompanying the booklets were a description of the course from the calendar, course outlines for 1967/68 and 1968/69, a reading list in physiology, recommended texts for Zoology 431, and a copy of the final examination questions with mark values included for parts A and B.

Each examination booklet was missing its front cover such that no student identification was possible. Individual exams were identifiable only by six-digit code numbers.

The marking procedure was conducted as follows. Part A essays were marked first. The booklets were separated into groups according to which of the six essay topics was chosen. Before marking each essay topic, I reviewed the coverage of that topic in the recommended texts for the course in order to establish some criteria as to the level of treatment to be expected. Then, before marking, all the essays in each group were read. Subsequently, they were read again while marks were being assigned. I deliberately made no markings of any kind on the examinations. Necessary additions of part-marks were made on separate sheets of paper. Any comments or marks which the original marker had made on the exams were ignored to the best of my ability.

Report of the External Examiner on the  
Zoology 431.0 Final Examinations,  
Page 2.

Similar procedures to those described above were used for marking the questions of Part B.

The results of the re-marking are presented in the following table:

Code number	Total mark (%)	Part A (value=55%)	Part B (value=45%)
642477	49	30	19
651203	41	21	20
654804	64	41	23
654423	64	35	29
653596	50	28	22
652744	53	30	23
631832	49	32	17
654245	42	28	14
652745	60	42	18
652756	48	29	19
653487	55	33	22
627935	44	29	15
654266	26	20	6
653369	48	28	20
632346	58	34	24
661381	84	48	36
642362	53	34	19
642304	41	19	22
662553	34	15	19
642296	78	47	31
642430	47	32	15
642426	60	35	25
655786	59	36	23
666284	64	34	30
642129	81	50	31
642149	65	41	24
662575	57	35	22
630237	50	29	21
652341	41	15	26
631219	81	51	30
654622	49	25	24
642248	56	38	18
663216	49	33	16
654342	41	30	11
634796	75	45	30
634437	70	48	22
623402	30	12	18
632164	44	34	10
662565	71	38	33

Report of the External Examiner on the  
Zoology 431.0 Final Examinations,  
Page 3.

Code number	Total mark (%)	Part A (value=55%)	Part B (value=45%)
642376	51	33	18
652818	34	23	11
642944	44	42	2
652970	64	43	21
642340	57	45	12
642350	60	38	22
654281	83	52	31
652971	65	47	18
642388	62	44	18
654033	54	35	19
642457	76	45	31
662571	49	33	16

I would like to present one observation on the examination answers in addition to the marks tabulated above. Each student wrote a great deal in answer to the essay question of Part A. However, very often much of the material presented was subsidiary or unimportant to the actual question. For example, many students answered essay question number 2 with great detail on the anatomy and enzymology of digestion without giving proper attention to the *regulation* of the digestive processes, which was the obvious emphasis of the question. Such a situation could lead students to feel the false security that volume of answer is equivalent to quality of answer.

  
J. Hayward,  
Associate Professor of Zoology.

Appendix 7

Comparison of Grade Distributions,  
Zoology 431.0, Section X, 1967-68

COMPARISON OF GRADE DISTRIBUTIONSZOOLOGY 431.0, Sec. X, 1967/68.

The class of 51 students writing the final examination were first divided into two groups, West Indian and all others.

Sub-Group #1 - West Indian students - 10

Sub-Group #2 - All others - 41

The final examinations for both groups had been submitted to an independent authority external to the university for grading and these grades, as well as those by Prof. P. Anderson, were available.

The frequency of grade distributions of students within these groups is shown below:

Category	Centre of Category	Group Width	Sub Group 1		Sub Group 2	
			A	R	A	R
1	10	1 - 20	0	0	0	0
2	30	21 - 40	2	2	2	2
3	50	41 - 60	8	8	18	22
4	70	61 - 80	0	0	18	13
5	90	81 - 100	0	0	3	4
			10	10	41	41

Since one of the constraints imposed by the chi-square model is that each class must have an expected frequency of at least 5, the foregoing distribution is re-grouped with the following cell frequencies:

		M	N	TOTAL
West Indian Students	Anderson	10	0	10
	Ross	10	0	10
Non-West Indian Students	Anderson	20	21	41
	Ross	24	17	41

Where M is a group from 41 - 60% and

N is a group from 61 - 80%.



For Group I, no comparison is possible since there is only one group, under the constraints imposed by the requirement of 5 items per cell. This model is thus invalid.

A second possibility is a comparison, using the same sub-groups, on the basis of actual marks earned rather than frequency distribution. These calculations follow:

Sub-Group No. 1

Student No.	$f_o$	$f_e$	$f_o - f_e$	$(f_o - f_e)^2$	$\frac{(f_o - f_e)^2}{f_e}$
2	41	44	-3	9	.204
5	58	53	5	25	.472
7	59	57	2	4	.071
12	56	51	5	25	.490
15	43	34	9	81	2.382
17	48	41	7	49	1.193
21	54	58	-4	16	.276
22	31	34	-3	9	.265
32	55	41	14	196	4.760
36	39	44	-5	25	.568
$\chi^2_{S1} =$					<u>10.681</u>

\* Where  $\chi^2_{S1}$  is chi-square for sub-group I.

where  $f_o$  (observed) is ANDERSON'S GRADING  
and  $f_e$  (expected) is ROSS' GRADING

Sub-Group No. 2

Student No.	$f_o$	$f_e$	$(X - S^2)$ $f_o - f_e$	$(f_o - f_e)^2$	$\frac{(f_o - f_e)^2}{f_e}$
1	76	71	5	25	.353
3	52	49	3	9	.188
4	61	60	1	1	.016
6	35	26	9	81	3.120
8	76	56	20	400	7.150
9	57	50	7	49	.980
10	85	83	2	4	.048
11	55	60	-5	25	.416
13	67	65	2	4	.061
14	50	48	2	4	.083
16	54	50	4	16	.320
18	80	81	-1	1	.024
19	75	70	5	25	.357
20	48	48	0	0	.000
23	62	65	-3	9	.138
24	60	62	-2	4	.064
25	65	57	8	64	1.125
26	77	64	13	169	2.640
27	57	60	-3	9	.150
28	69	49	20	400	8.160
29	48	41	7	81	1.193
30	51	59	-8	64	1.085
31	80	78	2	4	.051
33	50	54	-4	16	.296
34	52	49	3	9	.184
35	57	53	4	16	.320
37	71	49	22	484	9.875
38	27	30	-3	9	.300

#2 Cont'd

Student	fo	fe	fo - fe	(fo - fe) <sup>2</sup>	$\frac{(fo - fe)^2}{fe}$
59	58	41	17	189	1.193
40	83	81	2	4	.049
41	54	47	7	49	1.042
42	89	84	5	25	.297
43	57	64	-7	49	.765
44	45	44	1	1	.023
45	56	55	1	1	.018
46	74	76	-2	4	.053
47	50	42	8	64	1.530
48	70	64	6	36	.553
49	62	64	-2	4	.062
50	74	75	-1	1	.013
51	54	49	5	25	.510
				$\times \frac{2}{S^2}$	<u>44.805</u>

Chi Square Comparison - Entire Class ( $\chi^2_{51}$ )

Student No.	fo	fe	fo - fe	(fo - fe) <sup>2</sup>	$\frac{(fo - fe)^2}{fe}$
1	76	71	5	25	.353
2	41	44	-3	9	.204
3	52	49	3	9	.188
4	61	60	1	1	.016
5	58	53	5	25	.472
6	35	26	9	81	3.120
7	59	57	2	4	.071
8	76	56	20	400	7.150
9	57	50	7	49	.980
10	85	83	2	4	.048
11	55	60	-5	25	.416
12	56	51	5	25	.490

Cont'd

Student	fo	fe	fo - fe	(fo - fe) <sup>2</sup>	$\frac{(fo - fe)^2}{fe}$
13	67	65	2	4	.061
14	50	48	2	4	.083
15	43	34	9	81	2.382
16	54	50	4	16	.320
17	48	41	7	49	1.193
18	80	81	-1	2	.024
19	75	70	5	25	.357
20	48	48	0	0	0
21	54	58	4	16	.276
22	31	34	-3	9	.265
23	62	65	-3	9	.138
24	60	62	-2	4	.064
25	65	57	8	64	1.125
26	77	64	13	169	2.640
27	57	60	-3	9	.150
28	69	49	20	400	8.160
29	48	41	7	49	1.193
30	51	59	-8	64	1.085
31	80	78	2	4	.051
32	55	41	14	196	4.760
33	50	54	-4	16	.296
34	52	49	3	9	.184
35	57	53	4	16	.320
36	39	44	-5	25	.568
37	71	49	22	484	9.875
38	27	30	-3	9	.300
39	58	41	17	289	7.049
40	83	81	2	4	.049
41	54	47	7	49	1.042
42	89	84	5	25	.297

Cont'd

Student	fo	fe	fo - fe	(fo - fe) <sup>2</sup>	$\frac{(fo - fe)^2}{fe}$
43	57	64	-7	49	.765
44	45	44	1	1	.023
45	56	55	1	1	.018
46	74	76	-2	4	.053
47	50	42	8	64	1.530
48	70	64	6	36	.553
49	62	64	-2	4	.062
50	74	75	-1	1	.013
51	54	49	5	25	.510
				$\chi^2_{51}$	= <u>55.486</u>

The results of these three comparisons may be summarized:

GROUP	$\chi^2_{\text{actual}}$	$U = K - 1$	$\chi^2_{.99}$	$\frac{\chi^2_{\text{actual}}}{\chi^2_{.99}} \%$
$\chi^2_{S1}$	10.681	$\begin{array}{ c } \hline k=10 \\ \hline 9 \\ \hline \end{array}$	21.7	49.5
$\chi^2_{S2}$	44.805	$\begin{array}{ c } \hline k=41 \\ \hline 40 \\ \hline \end{array}$	63.7	70
$\chi^2_{51}$	55.486	$\begin{array}{ c } \hline k=51 \\ \hline 50 \\ \hline \end{array}$	76.2	73

## CONCLUSIONS

It is readily seen that the values of chi-square are considerably less than the relevant critical values at a 99% confidence level. The right hand column gives this as a percentage. Hence, it is concluded that the observed distribution ~~differs very slightly from the expected distribution at the .01 level of significance. From this conclusion, there is no difference in the marking procedures or resulting marks:~~

(i. e. Anderson's) is not significantly different from the "expected" (i. e. Ross') distribution. That is, ~~to suggest~~ there is not enough statistical evidence to reject the hypothesis that ~~the~~ grading procedures are similar. (The actual difference in grades may have been due to chance variation only.)  
 The same statement applies to both the 99% and 95% confidence levels.  
 Assoc. Prof. A. Bercegi  
 (ANDREW BERCEGI)  
 Chairman, Quant. Methods  
 Dept. — SGWU.

P. S. Other non-parametric tests (e.g. WILCOXON) also may be used, but they are likely to re-enforce the findings of the  $\chi^2$  test only.



Appendix 8

Letters forming the basis of  
the Committee's authority



SIR GEORGE WILLIAMS UNIVERSITY

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MONTREAL 25, CANADA

December 10, 1968.

DOUGLASS BURNS CLARKE, M.A.  
VICE-PRINCIPAL

Assoc. Prof. A. H. Adamson,  
Department of History,  
Sir George Williams University,  
Montreal, Que.

Dear Professor Adamson:

In reply to your letter of December 9th, I understand that the committee which the Science Faculty Council struck on Friday, December 6th, has been established to discuss possible procedures to follow in the case of investigation of charges against faculty members following the general lines of procedure outlined by the S.G.W.A.U.T. brief. If and when charges are presented, this committee is to become the investigating committee.

I appreciate very much the selfless devotion which has led the members of this committee to accept a very unpleasant and very difficult task. I also appreciate the high seriousness with which they are facing these responsibilities. I assure you that the committee has my full backing and confidence, and furthermore, I offer you every co-operation and assistance that I can give you.

Yours sincerely,

Douglass Burns Clarke  
Vice-Principal (Academic)

DBC/SV



SIR GEORGE WILLIAMS UNIVERSITY

COM

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MONTREAL 25, CANADA

OFFICE OF THE PRINCIPAL  
AND VICE-CHANCELLOR

January 25, 1969

Associate Professor A. H. Adamson  
Department of History  
Sir George Williams University

Dear Professor Adamson:

This is to officially inform you that I have appointed Professor F. H. Knelman and Professor John Macdonald to the Hearing Committee to investigate charges against Professory Peery Anderson. Professor Knelman and Professor Macdonald are to replace Professor C. Bayne and Professor C. Davis who have resigned.

Yours sincerely,

Douglass Burns Clarke  
Acting Principal and  
Vice-Chancellor

DBC/hs



SIR GEORGE WILLIAMS UNIVERSITY

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MONTREAL 25, CANADA

January 25, 1969

Professor Alan H. Adamson  
Department of History  
Sir George Williams University

Dear Professor Adamson:

This is to confirm that I have appointed Professor F.H. Knelman, Professor John Macdonald, Professor Michael Marsden, Professor P.K. Menon and you as the committee to hold a full and open hearing into an accusation of racism that has been made by certain students against Professor Perry Anderson.

You are to act as chairman of this committee.

The committee is to begin its hearings at 10 a.m. on Sunday, January 26, 1969.

When the said hearing is terminated, your committee is to transmit a report of its findings and recommendations to Dr. J.W. O'Brien, Vice-Principal Academic.

Yours truly,

Douglass Burns Clarke  
Acting Principal  
and Vice-Chancellor

DBC/aa